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ABSTRACT

The purpose of this manual is to provide guidelines and assistance to local education agency planners in the needs-assessment process. In the first section, the needs-assessment process is discussed within the overall framework of the program development cycle. Subsequent sections treat each step in the process, providing a model. Issues are raised, techniques are discussed, and alternative methodologies are presented. Important resources and necessary tools available to assist in the process are identified, along with some possible solutions. The manual is intended to be a concise outline of systematic processes for identifying needs and choosing solutions to respond to those needs. (Author/MLF)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

NEEDS ASSESSMENT

ED106978

A Manual for the Local Educational Planner

PREPARED BY

THE RHODE ISLAND TEACHER CENTER PROJECT

DIVISION OF DEVELOPMENT and OPERATIONS • RHODE ISLAND DEPARTMENT OF EDUCATION

EA 007 173

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DESIGN BY ROBERT CAMPBELL

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PREFACE

The phrase "educational renewal" is used frequently by educators today. Basically, the term implies a comprehensive and structured effort at improvement and reform of our educational system. As educators, we are acutely aware of the need to revitalize our system and to bring about meaningful changes in our services to children and to the community. The basic question then is not whether we should change, but how. What process can we use to insure that changes in our education programs are responsive to society's needs, consistent with sound educational theory and practice and efficient in their use of limited resources? Above all, what process can we use to insure that the new system we create will be self-renewing, sensitive and responsive to future needs?

Clearly, there is no one process or solution to the need for educational renewal. There are many "solutions" available to us, mixtures of common sense and able management, supported by some tools of educational technology. There is nothing in the processes which prohibits their use by community representatives and parents as well as students and educators. The key to the process is investment and involvement by both the consumers and the providers of educational services.

Community Workshop

INTRODUCTION

The purpose of this manual is to provide guidelines and assistance to local education agency planners in the needs assessment process. In the first section, the needs assessment process is discussed within the overall framework of the program development cycle. Subsequent sections treat each of the steps in the needs assessment process, providing a step by step "walk through" of the model.

Along the way, issues are raised, techniques are discussed and alternative methodologies are presented. Important resources and needed tools available to assist in the process are identified, along with some possible solutions. In capsule, the manual is a concise outline of systematic processes for identifying needs and choosing solutions to respond to those needs.

The process outlined in this manual was developed to insure flexibility. Although a complete systematic approach is used, some school systems might choose to make use of the "Ideas and Information" section to customize the model. Whatever the direction, this manual offers a general system, one which can serve as a guide yet allow for the initiative of local decision-making.

NEEDS
ESSMEN

NEEDS ASSESSMENT
and the
PROGRAM DEVELOPMENT CYCLE

This section of the manual is designed to lay the groundwork for those upcoming sections that deal with the needs assessment process. On the opposite page (Figure 1) an example of the program development cycle is presented. This kind of a model displays a rational approach to decision making for local school administration. As seen in this illustration, needs assessment is the initial element in a well-defined cycle of activities.

QUESTIONS:

- **Does your local school district have a clearly stated process or way of developing educational programs?**
- **How does Needs Assessment fit into your approach?**

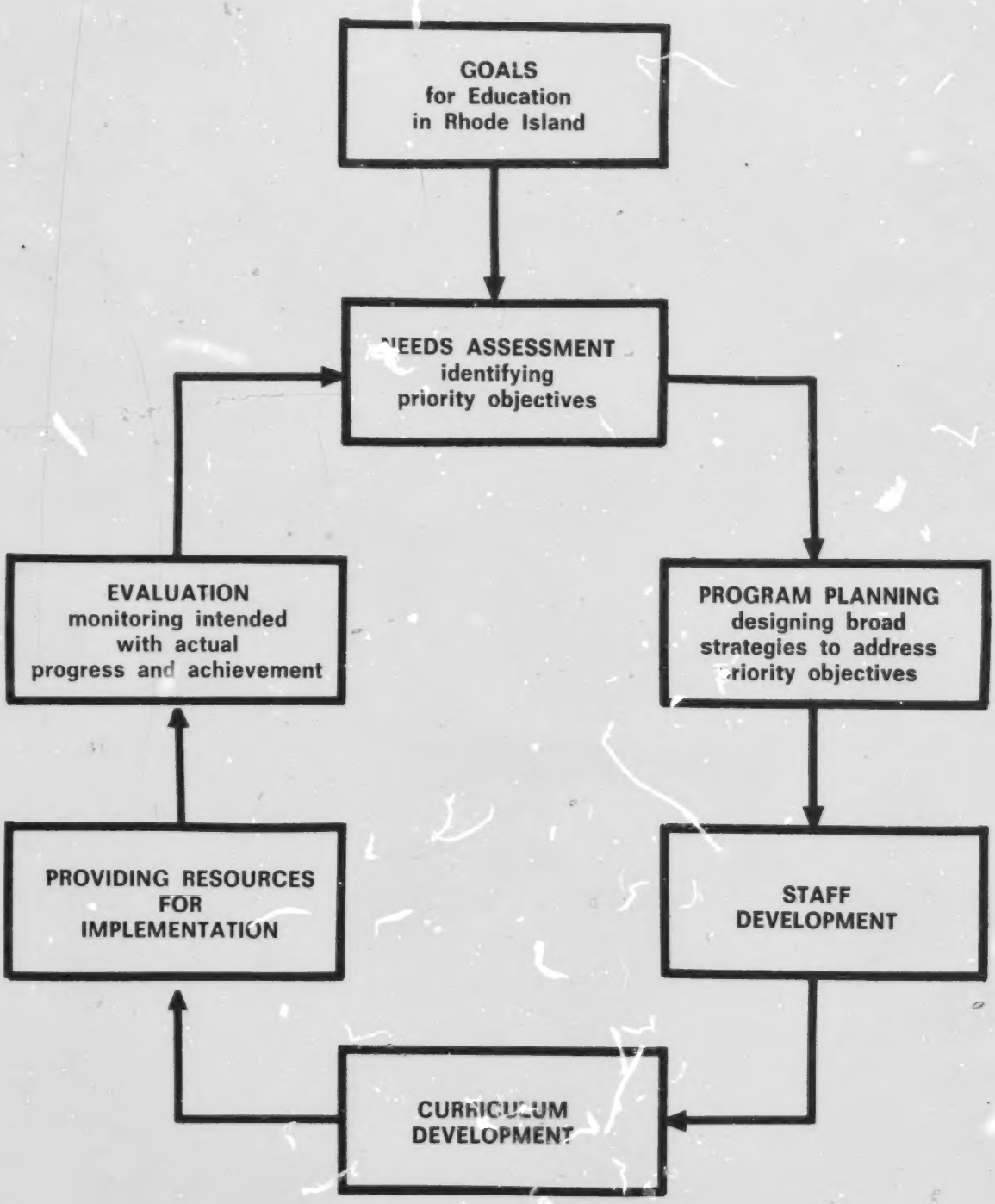


Figure 1
Program Development Cycle

The heart of this Manual is the Needs Assessment Model (Figure 2) that is illustrated on the back of this fold-out page. Each of the five broad steps of the model is treated in a distinct section of the manual. Within each of these sections, the substeps of the model are dealt with in a more comprehensive fashion. When unfolded, the graphic illustration of the needs assessment process (Figure 2) will remain in view throughout the reading of this manual. It will also serve as a handy reference point for the definitions presented within.

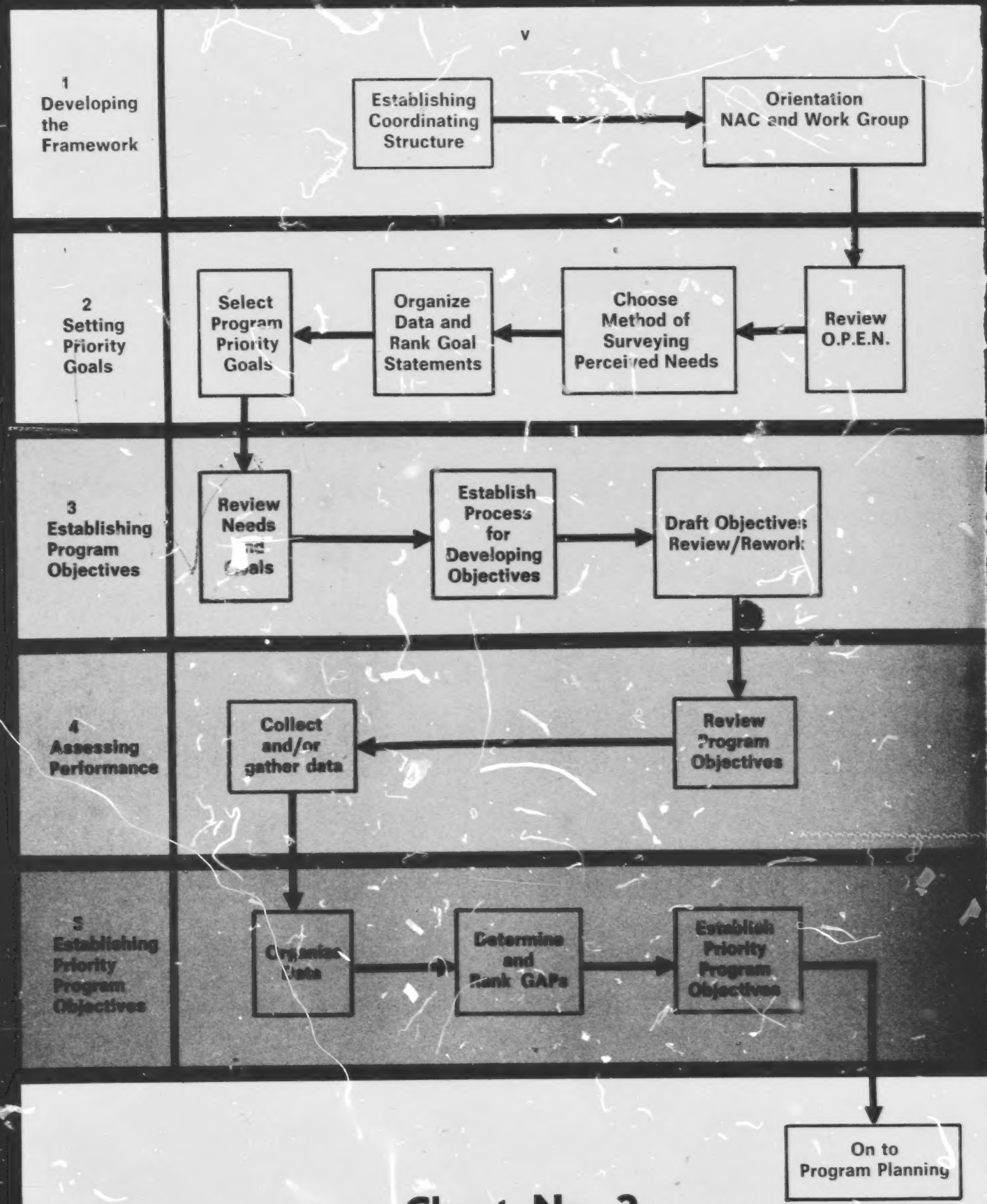

1 Developing the Framework
Establishing Coordinating Structure
Orientation NAC and Work Group
2 Setting Priority Goals
Review O.P.E.N.
Choose Method of Surveying Perceived Needs
Organize Data and Rank Goal Statements
Select Program Priority Goals
3 Establishing Program Objectives
Review Needs and Goals
Establish Process for Developing Objectives
Draft Objectives Review/Rework
4 Assessing Performance
Review Program Objectives
Collect and/or gather data
5 Establishing Priority Program Objectives
Organize Data
Determine and Rank GAPs
Establish Priority Program Objectives
On to Program Planning

Chart No. 2
Needs Assessment Process

Definitions of Terms

As a preliminary to the manual, a common understanding of some key concepts may be helpful.

EDUCATIONAL ASSESSMENT	A process to improve educational decision making by securing information about the outcomes of education.
EDUCATIONAL GOAL	that toward which effort is directed. Goals are generally global outcomes, ultimate ends — a perception of an ideal
EDUCATIONAL NEED	the gap between the ideal and the real; the discrepancy or difference between desired performance and actual performance
EDUCATIONAL OBJECTIVE	a specific statement of intended outcomes; usually written in terms of what a student will be able to do following some specific education activity
PROGRAM OR STUDENT PERFORMANCE	the level of achievement of a student or program with respect to an objective; usually measured by standardized test, teacher constructed tests or observation
PRIORITY GOAL OR OBJECTIVE	a statement about the relative importance of a goal or objective; a determination of importance resulting from an examination of the gaps between the ideal and the real or between desired performance and actual performance
PROGRAM	a solution implemented to address a specific need; a series of interrelated activities directed toward the attainment of specific student or program objectives

Community Involvement and the Needs Assessment Committee

As a preliminary to conducting a needs assessment, a committee should be formed that will serve to direct the overall process. This group should be comprised of as broad a representation as possible, drawing on the expertise and experience of educators, parents, students and interested local citizens.

The formulation of the group can mean the difference between guessing and knowing what the community, student body, staff and board feel about the present system and what needs to be done. By including a cross section of the population in the planning and implementation process, a more complete determination of what exists and what is desired can be made. Inasmuch as more people will be included in the decision making, the system should be able to meet the needs of a greater number of people. It means also that more voices will be heard and a greater proportion of the total community will have a hand in planning for an improved system.

The scope and depth of NAC involvement in the needs assessment process is a decision for the local educational planner. This decision is a function of the quality of the committee itself, the specific tasks which are involved in needs assessment, and the degree of openness which the process is to have.

A general caution is that the degree of involvement in decision-making by the needs assessment committee most likely will determine the degree to which they support the results of the needs assessment process. The cost for this benefit is likely to be increased time spent in helping the committee understand the technicalities of the needs assessment process and in arriving at decisions.

These tasks include a clear understanding of the level at which goals or objectives are operational. The committee must realize a degree of competency at which they can distinguish between a program goal at the school level and an instructional goal at the classroom level. Although the committee's task is not necessarily one of writing performance objectives, it must be able to discern between goals and operational statements at different levels in order to maintain an intelligent perspective throughout the needs assessment process.

Why Needs Assessment?

Aside from its very critical place in the program development cycle, there are several reasons why Needs Assessment is a necessary component of a local school system's education program. A few of the more important reasons are:

COMMUNITY INVOLVEMENT — The goals and objectives for education must be consistent with those of society. Community involvement insures this consistency by: enabling the community to make decisions, establishing priorities and increasing awareness of the investment that it has in its schools.

LIMITED RESOURCES — As large as our educational expenditures are, they fall far short of supporting all of our educational needs. Some systematic process is needed to identify those objectives which should have priority use of those limited resources.

ACCOUNTABILITY — With educational expenditures as large as they are, educators must be able to show a return on society's investment in education. Needs assessment can serve as a control on the allocation process.

Most educators are quite familiar with the issues of accountability and limited resources. Community involvement, however, may be an issue that needs more discussion as it applies to the NEEDS ASSESSMENT PROCESS.

EDUCATIONAL FOCUS — There has been growing acceptance of the view that needs assessment should be conducted on a comprehensive basis. To determine adequately learners' educational needs, attention must be placed on a wide variety of educational outcomes, rather than only the customarily sought types of intellectual achievement. Identification of needs with respect to objectives, should be sought in all three domains of learner behavior, that is, the affective, cognitive and psychomotor. We refer to cognitive as intellectual types of learner outcomes. Affective needs pertain to attitudinal, valuing, or emotional types of learner outcomes. Psychomotor needs are associated with a learners' physical and motor skills. Comprehensive assessment on a district-wide basis pertains to the inclusion of all goals for education in Rhode Island. It becomes obvious in the needs assessment process, that if any goals are excluded, expressing priorities through comparison becomes questionable.

Step 1
DEVELOPING THE FRAMEWORK

The First Step that follows the decision to conduct a needs assessment is to set up a personnel structure to coordinate or conduct the activities. There are many alternatives available at this stage and the direction that is chosen will determine the character of the needs assessment activity.

Establish Coordinating Structure

It is suggested that a director be appointed to coordinate the project while it is getting underway. The director may remain throughout the project as a communications linkage (or in any other functional role), or he may be phased out when appropriate. The director's responsibilities may include the selection of a Needs Assessment Committee (NAC) or a work group, and/or the orientation of those groups to their work. Below is a list of possible role functions and qualifications for the project director:

RESPONSIBILITIES

1. Assist in the selection of a Needs Assessment Committee and Work Group.
2. Coordinate all needs assessment activities.
3. Serve as a resource person for implementation of various needs assessment activities.
4. Advise superintendent and others of pertinent developments and activities.
5. Act as a facilitator for Needs Assessment Committee

QUALIFICATIONS

1. Knowledge about Needs Assessment concepts and purpose.
2. Ability to work well with people.
3. Proven ability as project manager.
4. General knowledge of school setting.
5. Skills in planning, organization, coordination, motivation.

Once a director has been appointed and his role defined, the formation of a needs assessment committee should follow. Whether the committee is selected by the director or by another authority (e.g., superintendent), the criteria for the selection of committee members should be established. The list of responsibilities and qualifications shown below could resemble those that a school district might use.

Needs Assessment Committee (NAC)

The major responsibility of the committee is to review the products of the needs assessment process and make recommendations concerning those products.

SPECIFIC RESPONSIBILITIES INCLUDE:

1. To learn the concepts and purposes of Needs Assessment.
2. To develop a tentative schedule of activities.
3. To review goal statements (see Step 2, Chapter 3).
4. To monitor each step of the Needs Assessment process; to make recommendations to school administrators at appropriate points in the process.
5. To support the Needs Assessment process by the use of public relations and communication throughout the community.

QUALIFICATIONS AND CONDITIONS:

1. Represent a segment of the community.
2. Agree to serve in an open and non-political capacity.
3. Display a concern for local education activities.
4. Work well with others.
5. Hold no overriding conflict of interest.

The most important element to consider in the composition of the NAC is broad based community representation. Study the following list as an example of possible community participants. From this list the reader can begin to consider specific elements of his own community that may be included in the group NAC committee.

SUGGESTED COMPOSITION OF NEEDS ASSESSMENT COMMITTEE

1. Citizens at large

   a. parents of school age children
   b. representatives of community businesses, services, religious and cultural organizations
   c. representatives of school affiliated organizations
   d. representatives from ethnic and socio-economic groups
   e. representatives from governmental organizations

2. Citizens directly involved in the educational process

   a. students
   b. school board members
   c. administrative staff
   d. classroom teachers and other certificated personnel
   e. classified personnel

ISSUE: Broad Based Involvement

Broad-based community involvement is one of the two basic tenets of the needs assessment process. It is a means of making education accountable to the people and coincidently making the people accountable for the educational decisions made. To the degree that the community is involved in the process, both through participation and public relations, to that degree will the Needs Assessment process be successful. This involvement may, in fact, prove more important than the quantitative results of the assessment.

A community may now have established two of the three possible components of the coordinating structure. These two, the project director and the NAC, will remain relatively stable throughout the Needs Assessment project. The third component, the Work Group may function in a more or less ad hoc fashion, according to the project director's judgment for specific situations. The Work Group should function as an arm of the NAC based on those findings. At least three options are available to the project director in establishing a work group:

Option 1

Overlap membership of the NAC and the Work Group.

The school district professionals on the NAC would serve as group leaders of Ad Hoc or permanent work groups organized for specific tasks.

ILLUSTRATION

Task: Design questionnaire

Work Group Leader (member of NAC)	Ms. Flit (curriculum director)
Ad Hoc work group members	Ms. Rake (principal) Mr. How (special education teacher) Mr. Bibb (counselor)
Duration	2 weeks

Option 2

Establish a separate Work Group.

Director serves as the link between the two groups (NAC and Work Group). The Work Group is established on an Ad Hoc basis to accomplish specific tasks.

ILLUSTRATION

Project Director
(Overall Coordination)

Task: Design questionnaire

Group Leader	Ms. Flit (curriculum director)
Ad Hoc group	1. Mr. Sharp (high school teacher) 2. Mr. Rugh (guidance counselor) 3. Ms. Flower (principal) 4. Ms. Right (elementary school teacher)
Duration	2 weeks

Option 3

Establish a separate group.

Director serves as the link between the two groups (NAC and Work Group). The Work Group chosen by the director and/or the superintendent to serve for the duration of the project.

ILLUSTRATION

Project Director (overall coordination)

Tasks: Design questionnaire, develop objectives, etc.

Group Leader	Mr. Noz (assistant superintendent)
Permanent Work Group	1. Mr. Sharp (high school teacher) 2. Mr. Rugh (guidance counselor) 3. Ms. Flower (principal) 4. Ms. Right (elementary school teacher) 5. Ms. Flit (curriculum director) 6. Mr. Leaf (planner) 7. Ms. Rake (principal) 8. Mr. Howe (special education teacher)
Duration	length of project

NOTE: Option 3 will be used in this manual to illustrate the needs assessment process.

It should be noted that although the members of the work groups illustrated above are from the professional school staff, school districts might choose to include some community people in this group. Adopting such an option, however, may imply a tradeoff between increased involvement and decreased work production if specific skills must be developed through training. Locating non-professionals in the community who have the necessary skills may help to alleviate such a problem. Whatever option is chosen, it is suggested that all of the work of the needs assessment process should be done by the Work Group. The products of this group are then passed on to the NAC. The NAC then critiques and makes a final report of these findings and their recommendations to school administrators.

At this point, the key individuals and groups in the needs assessment process have been identified. The next step that a school district should take is the orientation of the people who comprise the NAC and the Work Group. This activity should be carried out by the project director, assisted, if necessary, by appropriate support staff.

Orientation of NAC and Work Group to the entire Needs Assessment process should include:

1. familiarization with Needs Assessment model
2. relationship of Needs Assessment to the program development process
3. Review of:
   a. Educational Goals Established by the Board of Regents
   b. Project OPEN
4. their role in the communications network

The orientation should be designed to bring the project participants into the mental framework of the Needs Assessment process. The project director may also choose to set up such training experiences as group process and problem solving skills.

ISSUE: Develop a Communications Network.

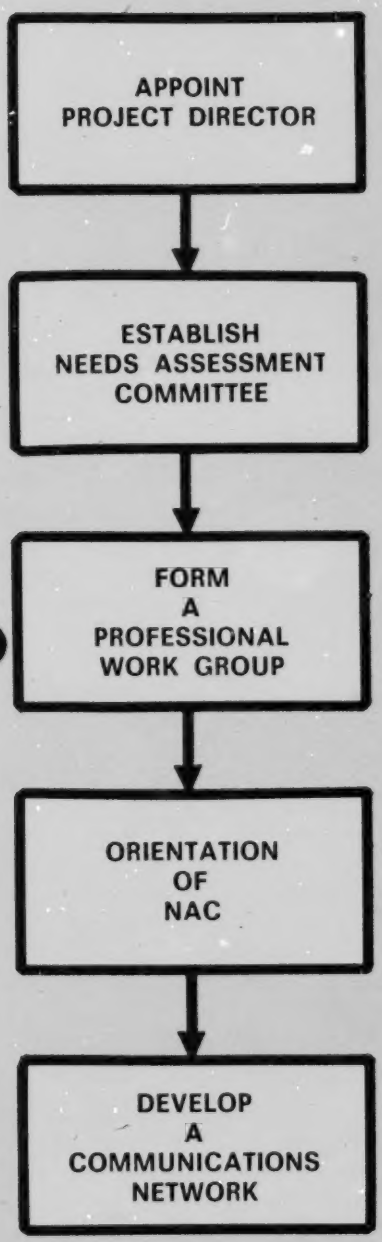
One specific responsibility of the Needs Assessment Committee is to establish a public relations and communications network. The central purpose of this network is to bring information about the Needs Assessment project to the community. Once this network is established the NAC has satisfied its responsibility of guaranteeing a planning process that is open to community input.

The NAC may fulfill this responsibility in a variety of ways. Open hearings, regular newsletters, mailing lists, and reports to interested groups are just a few of the many options that can be utilized.

The following flow chart may help to illustrate the sequence of activities involved in Developing the Framework:

FLOW CHART

Developing the Framework



Superintendent may select an assistant superintendent, a curriculum coordinator, or another professional to organize the work of the needs assessment.

A variety of means might be used to identify and select a representative group to act as a steering group in an advisory role to the school administrators.

This "Work Group" may be comprised of a pool of teachers and administrators from the school system who form ad hoc groups for specific projects; it may also be a permanent work group for all of the tasks in the needs assessment process.

The NAC will require some orientation on a variety of topics if they are to act as a valuable steering and advisory group.

A plan should be established which details when and how specific products of the needs assessment process will be communicated to interested groups.

With the framework for the needs assessment process set, we are ready to move into Step 2 of the process, the Setting of Priority Program Goals. This process involves the organization and ranking of needs (program goals) by the community.

The following are examples of program goals from Project OPEN which resulted from the Goals for Education in Rhode Island:

EDUCATIONAL GOALS FOR RHODE ISLAND	RELATED PROGRAM GOALS FROM PROJECT OPEN
A. An opportunity for each person to understand and evaluate economic needs, values and systems in order to contribute to the common good.	A1 developing the necessary skills in order to function as an informed consumer A2 providing the opportunity for real or simulated work experience A3 the student can explain how the economic policies of federal, state and local governments affect different individuals and groups differently.
B. An opportunity for each person to enrich the community of man through the development of values based on an understanding of various cultures.	B1 understanding cultures through historical and social perspective B2 knowing one's own culture

IDEAS AND INFORMATION

1. Suggestions for the operation of the NAC

   — Written Agenda and public announcements of meetings

   — Written reports of work and summaries of meetings

2. Training

   — Most commercial producers of needs assessment kits offer workshops and/or have consultants available as a resource

   — The Alternate Learning Center at the Rhode Island Department of Education provides in-service training in related areas, (i.e., Determining Instructional Purposes and Evaluation Workshop I)

3. Some publications that might prove helpful are:

EDUCATION FOR THE PEOPLE: GUIDELINES FOR TOTAL COMMUNITY PARTICIPATION IN FORMING AND STRENGTHENING THE FUTURE OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION IN CALIFORNIA VOLUMES 1 and 2. COMPANION VOLUMES . . . Assembly Post Office Box 83, State Capital, Sacramento, California State Department of Education

SCHOOL DISTRICT PROFILE, SCHOOL AND COMMUNITY: PARTNERS IN EDUCATION, AND FROM GOALS TO ACTION, Jordan, Wayne N. Dr., Fresno County Department of Education, 2314 Manposa Street, Fresno, California 93721

SCHOOL PLANNING, EVALUATION AND COMMUNITY SYSTEM, 1972. Terry L. Eidell, and Nagle, John M., Center for Advanced Study of Educational Administration, University of Oregon.

SETTING GOALS FOR LOCAL SCHOOLS, 1972. Morgan, James, Department of Research and Development Education Center, 230 East 9th Street, Cincinnati, Ohio 45202

THE UNIVERSAL TRAVELER (a companion for those on problem-solving journeys and a soft-systems guidebook to the process of design, Don Koberg and Jim Bagnall, William Kaufmann, Inc., Los Altos, California 1973

Step 2
SETTING PRIORITY GOALS

The task of identifying a set of priority goal statements is of major consequence to the entire Needs Assessment process. The credibility of the expressed goals is a function of the quality of the instrument and process used to identify these goals.

Local school systems may use a variety of techniques to obtain some degree of consensus on what priority goals should be established. These include surveys, open hearings, task forces, reviews of various reports and expert testimony. In Rhode Island, all of these techniques were used in the goals identification process which resulted in the Goals for Education in Rhode Island (see Appendix A). In order to insure a structured and broadly based response to the issue of setting priorities, a survey instrument is a standard and valuable tool in obtaining community-wide perceptions of educational needs. Therefore, the work group should not underestimate the importance of the content and the design of the perceived Needs Assessment instrument.

Two major options are available to the needs assessment committee and school personnel in surveying the perceptions of the community with respect to priority goals. These options are:

1. Use the results of Project OPEN (Opinion Pol on Educational Needs) developed by the De partment of Education (see Appendix B); re administer the OPEN questionnaire.
2. Collect additional perceptions through othe instruments, either commercially available o developed by the school system.

REVIEW OPEN

Project OPEN is the statewide opinion survey directed toward identifying the perceived needs of Rhode Islanders and establishing a priority ranking of those needs. The following are examples of program goals from Project OPEN which resulted from the Goals for Education in Rhode Island:

EDUCATIONAL GOALS FOR RHODE ISLAND	RELATED PROGRAM GOALS FROM PROJECT OPEN
A. An opportunity for each person to understand and evaluate economic needs, values and systems in order to contribute to the common good.	A1 developing the necessary skills in order to function as an informed consumer
	A2 providing the opportunity for real or simulated work experience
	A3 the student can explain how the economic policies of federal, state and local governments affect different individuals and groups differently.
B. An opportunity for each person to enrich the community of man through the development of values based on an understanding of various cultures.	B1 understanding cultures through historical and social perspective
	B2 knowing one's own culture

Since data from OPEN is available on a school-by-school basis throughout Rhode Island, it is possible for local school systems to use OPEN rather than design and utilize their own perceived needs identification system. They may also want to supplement OPEN with various other techniques already mentioned above, particularly as a way of fostering involvement, communication and commitment to the process and the products.

CHOOSING METHODS OF SURVEYING PERCEIVED NEEDS

The variety of tools that are available for opinion surveys allows school systems to use an approach that reflects their unique situation. Predesigned kits that are available at this time include instruments from Westinghouse Learning Corporation, the Center for the Study of Evaluation and the Phi Delta Kappa Society (See IDEAS AND INFORMATION for descriptions of each).

ORGANIZE DATA AND RANK GOAL STATEMENTS

Using the results of the perceived needs assessment questionnaire, it is now possible to rank goal statements on the basis of perceived priority. Because it is necessary to focus on those goals or needs at the top of the list, the NAC will need to decide what number of goals will be developed into program objectives (Step 3).

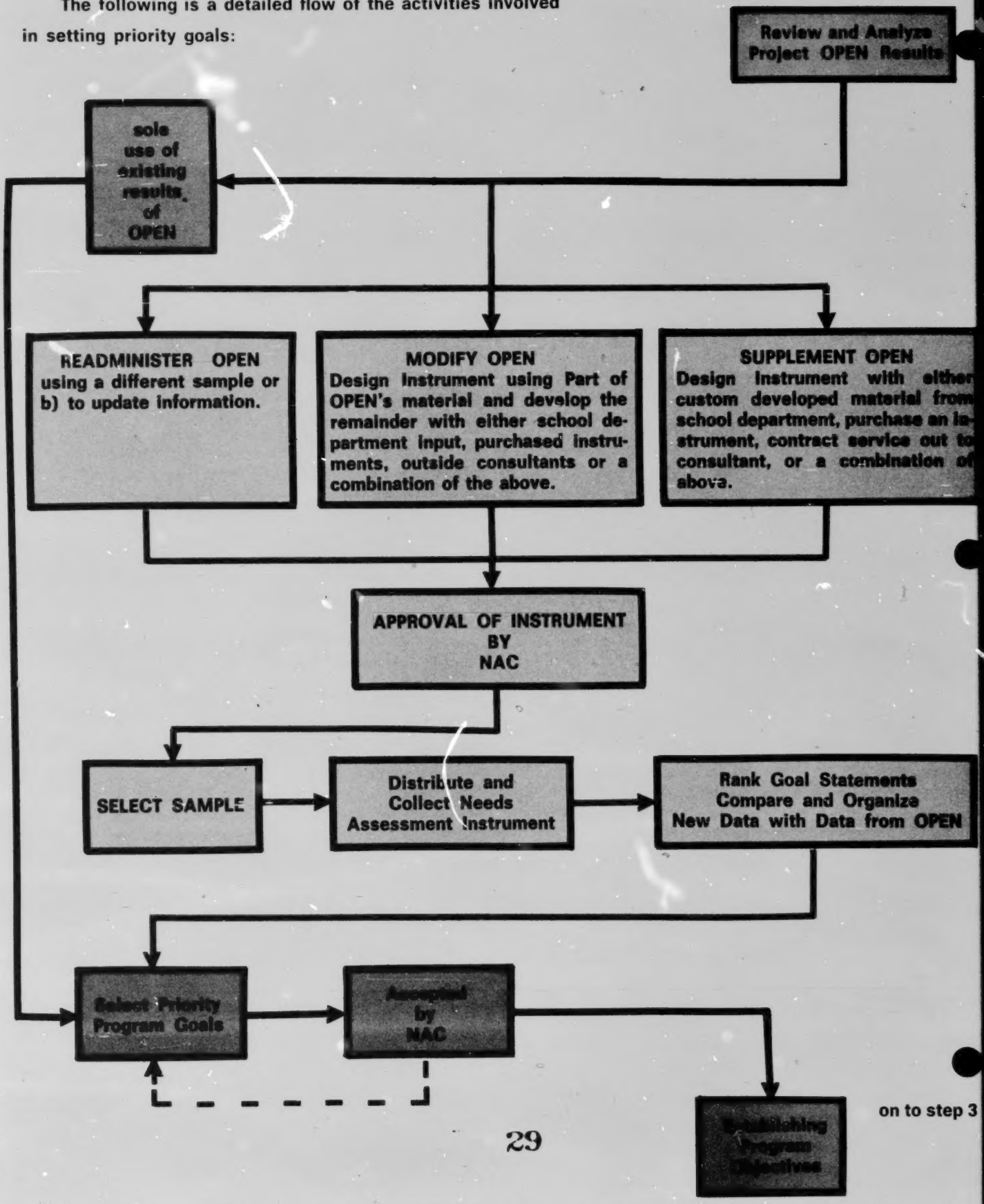
SELECTING PROGRAM PRIORITY GOALS

Since the cost and time involved in developing program objectives and measuring student performance is significant, focusing on more than 4 - 6 goal statements may be impractical. The determination of this "workable" number should be based on such criteria as time, money available for the project, available test data, etc. Most likely the work group will need to involve school administrators in this decision.

Then the recommendations of the work group, together with a rationale for the determination of a specific limited number of program goals, should be presented to the NAC. While it may be impractical for the NAC to overrule the recommendation of the work group with respect to the limitation, there may be some room for negotiation. In addition, if the NAC is to serve as the major representative group, its members must understand the criterion used to make decisions on limitations and consequently reach agreement on the final decision.

FLOW CHART 2

The following is a detailed flow of the activities involved in setting priority goals:


Review and Analyze Project OPEN Results
sole use of existing results of OPEN
READMINISTER OPEN using a different sample or b) to update information.
MODIFY OPEN
Design instrument using part of OPEN's material and develop the remainder with either school department input, purchased instruments, outside consultants or a combination of the above.
SUPPLEMENT OPEN
Design instrument with either custom developed material from school department, purchase an instrument, contract service out to consultant, or a combination of above.
APPROVAL OF INSTRUMENT BY NAC
SELECT SAMPLE
Distribute and Collect Needs Assessment Instrument
Rank Goal Statements Compare and Organize New Data with Data from OPEN
Select Priority Program Goals
Accepted by NAC
Establishing Program Objectives
on to step 3

IDEAS AND INFORMATION

1. Commercially available perceived needs assessment instruments:

A — Center for the Study of Evaluation (CSE) Elementary School Evaluation Kit

Brief:

a. illustrates procedures to gather information as to the goals a school should be meeting

b. provides instruction for selecting tests to measure student performance on highly rated goals

c. provides an effective way of interpreting a school's test scores in relation to those of other schools with similar characteristics

d. illustrates the use of a decision model to transform the information already gathered into a set of critical need areas for his school

Distributor:

Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

Price: $100.00 per kit

B — Westinghouse Learning Corporation

Educational Needs Assessment Program

Brief:

The Needs Assessment program provides the school with the necessary information to evaluate the critical goals and the expectations for these goals. In addition, the attainment of the goals, as perceived by the community, students, and educators, is shown to further assist the school in its program.

Distributor:

Educational Services
Westinghouse Learning Corporation
P.O. Box 30
Iowa City, Iowa 52240

Price: Unit prices depend on size of program

C — Workshop Packet for Educational Goals and Objectives (An Introduction Packet)

Brief:

The program consists of a series of strategies whereby a school district may develop community-ranked educational goals and teacher developed objectives. Provision is made for the involvement of members of the community, the professional staff and students in:

1. ranking of educational goals in order of their importance
2. assessing how well current educational programs are meeting these goals, and
3. development of program level performance objectives by the professional staff designed to meet the priority-ranked goals.

In addition to providing for community, professional staff and student involvement this program allows a district or school to complete the program in a time span extending from six months to one year, without imposing unrealistic time requirements upon the participants, while at the same time providing the optimum amount of usable decision-making information. The cost factor (always an important element) is also kept at a minimal level.

Distributor:

Phi Delta Kappa, Inc.
Commission of Educational Planning
Box 789
8th and Union
Bloomington, Indiana 47401

Price: $2.00 Introductory Packet —
$60.00 full kit

D — Project Next Step: Educational Needs Assessment

Brief:

A complete packet of materials including a step by step process (with a manual for each step) for conducting a needs assessment. Film strip, cassette recording, resource book, and program planning guide complete the kit. Consultants and training workshops are also available.

Distributor:

Worldwide Education and Research Institute
2315 Stringham Avenue
Salt Lake City, Utah 84109

Price: $70.00 for kit materials

2. Prior to designing a new perceived needs assessment instrument, it would be helpful to review the Technical Report on Project OPEN available from the Rhode Island Department of Education. Other documents which might be helpful are:

   "A Comprehensive Model for Needs Assessment," Frank Morra, Evaluation Research Center, University of Virginia, (May 15, 1973)

   "The First Step in Educational Problem Solving — A Systematic Assessment of Student Benefits" 1969 Ray L. Sweigert, California State Department of Education, 721 Capital Mall, Sacramento, California

   SAMPLING, Morris James Slonin, Simon and Schuster, New York. (usually available at Brown University)

   A PRIMER ON SAMPLING FOR STATEWIDE ASSESSMENT, Richard M. Jaeyer, Center for Statewide Educational Assessment, Educational Testing Service, Princeton, New Jersey 1973

3. Notes

Step 3

Establishing Program Objectives

Review Needs and Goals

The product of step two in the Needs Assessment process is a list of perceived priority needs which are written in the form of program goal statements. The number of statements is probably small (5 - 8) because a decision was made in Step 2 to focus our needs assessment on a manageable number of program goals. The task now is to develop program objectives which will help us obtain more information about what we want to achieve.

Establish Process for Developing Objectives

Why establish program objectives?

1. to be more specific about desired outcomes
2. to specify desired levels of accomplishment
3. to facilitate measurement of present student performance (Step 4)

What is a program objective?

— a program is a set of related activities directed toward an educational need

— a program objective is a statement of an intended outcome for a specific group of students written at a relatively broad or comprehensive level

key elements of a program objective:

1. specify population
2. specify performance level
3. specify measuring instrument or process

examples:

A. 90% of all 4th grade students will gain one month in reading skills for every month of reading instruction as measured by the Iowa Test of Basic Skills

B. 85% of all 9th grade students will be able to read and understand the editorial page of the Providence-Journal as measured by a teacher-made test.

C. 75% of all students will feel that the school organization allows for their input into policy development as measured by a questionnaire.

D. 75% of all students will demonstrate a positive self-concept as measured by the Coopersmith Self-Esteem Inventory.

ISSUE Establishing Performance Indicators

Setting performance levels for program objectives may be one of the most difficult tasks in the needs assessment process. Major responsibility for this difficulty may be traced to the lack of established standards (or established procedures to formulate standards) for educational performance and the theory supporting norm-referenced tests.

The lack of standards at the program level may be due to a considerable variation within a number of factors among school districts. Issues such as socio-economic level, ethnic background and geographic setting bias actual performance levels of students from school to school.

Scrutinization of these factors and their implications on the establishment of educational performance levels should lead to the establishment of more credible performance indicators.

The nature of norm-referenced tests presents a paradox that lends complexity to an already difficult situation. The theoretical foundation that governs the structure of norm-referenced tests requires that test items discriminate at a 50% level, that is, that 50% of the students responding to the item answer correctly and 50% answer incorrectly. This is a key element in the standardization of a norm-referenced test. While norm-referenced tests are undoubtedly useful, caution should prevail when writing performance indicators in the light of measurement by such standardized instruments. The use of national, regional, or state norms may prove to be an effective way of coping with this problem.

School districts, should keep in mind that performance indicators written for the first time are tentative and somewhat heuristic. Simply put, it may be that setting realistic performance indicators can only be done after we have tested and found out what is the existing level. Then the NAC and the school staff can seek to adjust standards as benchmarks for the future.

Note:

— the key element with respect to program objectives is that they are relatively global behaviors for a group or population, not instructional objectives

The work group has three options open to it in the development of program objectives:

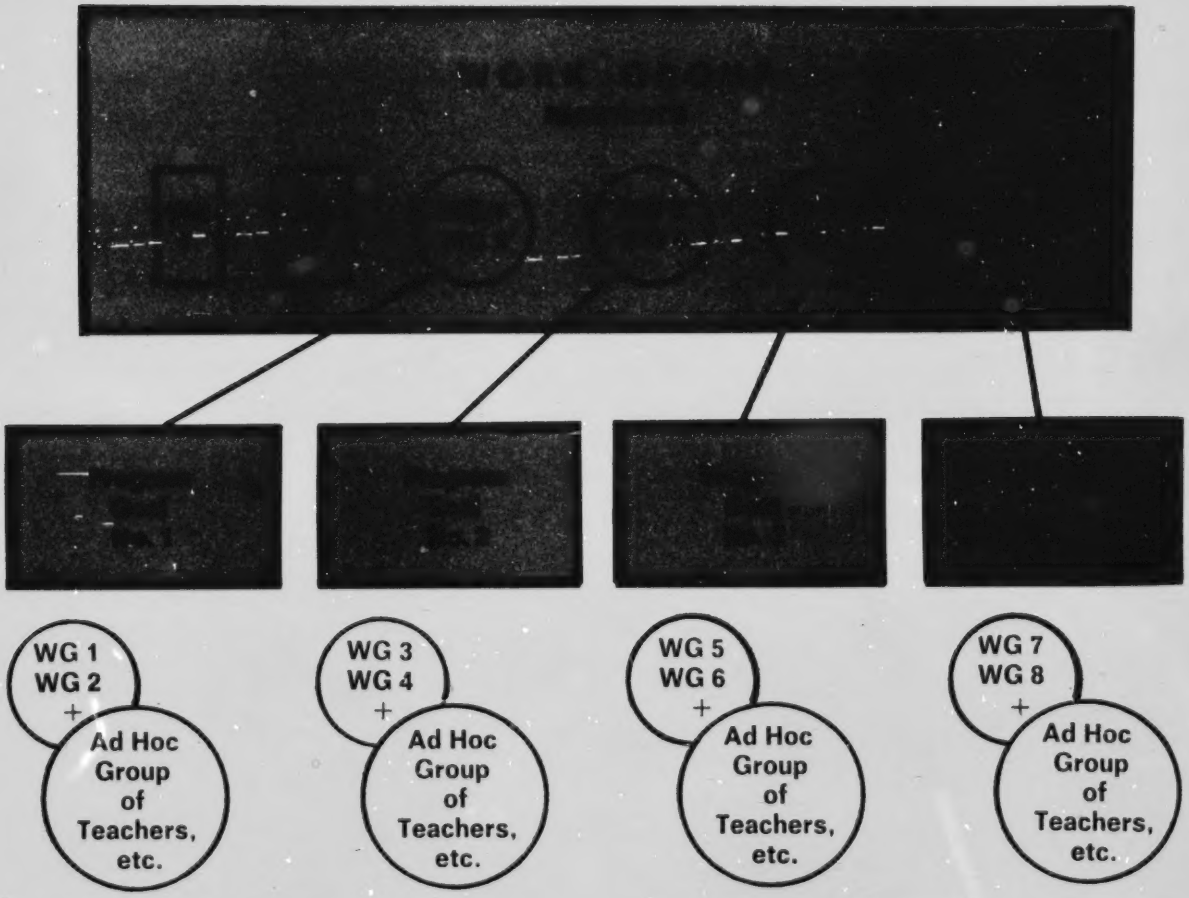
1. ADOPT those developed by other school systems or available commercially.
2. ADAPT those developed by other school systems or available commercially.
3. DEVELOP their own objectives.

HOW MANY OBJECTIVES FOR EACH NEED STATEMENT OR PROGRAM GOAL?

The Work Group should seek to develop a workable number of program objectives for each need statement. The problem is in deciding what is workable. A balance needs to be achieved so that the number is not so large that measuring all of them will be impossible or so small that the scope of the program goal has not been addressed completely. While arbitrary numbers are a problem. the Work Group should probably aim to develop 3 - 6 program objectives for each goal.

WHO DOES WHAT?

Most of the work of Step 3 will need to be done by the Work Group. Because of the criticality of this task, the Work Group may want to expand and develop a Work Group structure like the following:



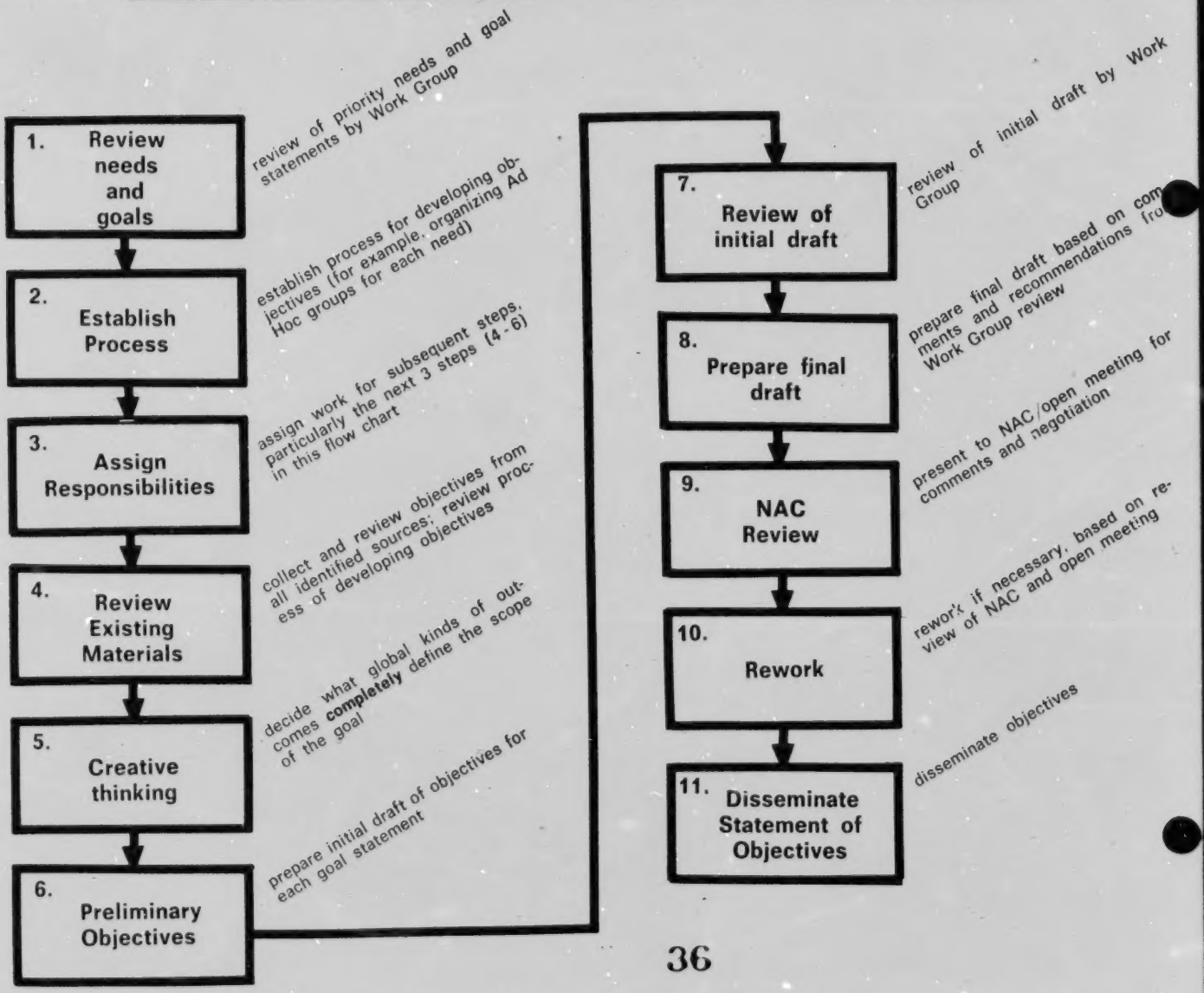
By temporarily expanding the Work Group, a larger number of professionals can be involved in the work and it can be accomplished more quickly.

Draft Objectives REVIEW/REWORK

The Work Group should prepare an initial draft of the objectives to be used as the basis for a review and final drafting. The review should focus on the form and scope of the objectives, insuring that the final draft will present a concise and well defined representation of each program objective.

This final draft of the Work Group should be presented to the NAC for their comments and recommendations. An open meeting between the Work Group and the NAC or representatives of either group may be the best way to resolve any difficulties about this final draft.

Let's review by looking at a flow-chart of the process for developing objectives:


1. Review needs and goals
review of priority needs and goal statements by Work Group
2. Establish Process
establish process for developing objectives (for example, organizing Ad Hoc groups for each need)
3. Assign Responsibilities
assign work for subsequent steps, particularly the next 3 steps (4-6) in this flow chart
4. Review Existing Materials
collect and review objectives from all identified sources; review process of developing objectives
5. Creative thinking
decide what global kinds of outcomes completely define the scope of the goal
6. Preliminary Objectives
prepare initial draft of objectives for each goal statement
7. Review of initial draft
review of initial draft by Work Group
8. Prepare final draft
prepare final draft based on comments and recommendations fro Work Group review
9. NAC Review
present to NAC/open meeting for comments and negotiation
10. Rework
rework if necessary, based on review of NAC and open meeting
11. Disseminate Statement of Objectives
disseminate objectives

ISSUE Communication/Dissemination

Since the results of Step 3 in the Needs Assessment process are of crucial importance, there should be widespread communication of the objectives. Perhaps an open meeting should be held. Perhaps a brochure should be prepared. The possibilities for communication are numerous. The NAC and the school administrators will need to select those methods most applicable to their own community.

IDEAS AND INFORMATION

1. Resources for Objectives

— The Instructional Objectives (IOX) Probe CSE, University of California, L.A. "an agency which is collecting large numbers of instructional objectives, stated in measurable terms plus, sets of devices to measure each of these objectives". W. J. Popham, Box 24095, Los Angeles, California 90024

— The Objectives and Items Co-op, 920 Campus Center, University of Massachusetts, Amherst, Massachusetts 01002

— Rhode Island Department of Education, Bureau of Technical Assistance

— E. Allen County Schools Program of Objectives available from the Rhode Island Department of Education

2. Bibliography

— "The Goals Approach
to Performance Objectives"
McAshan
W. B. Saunders Company
West Washington Square
Philadelphia, Pennsylvania 19105

— PREPARING INSTRUCTIONAL OBJECTIVES
R. F. Mager, Fearon Publishers (1962)

— EXPANDING DIMENSIONS OF
INSTRUCTIONAL OBJECTIVES
Baker, Eva L.; Popham, W. James, Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632

— "The Structural Analysis and Classification of Objective", Lanny Morreau, Educational Technology/March 1974

Step 4

ASSESSING PERFORMANCE

Review Program Objectives

Once the program objectives are developed by the Work Group and accepted by the Needs Assessment Committee, there should be a period of review by other interested groups — such as teachers, administrators and the community at large. Some changes and additions may result from this widespread review.

The Work Group and the Needs Assessment Committee should begin immediately to plan for the assessment of student performance with respect to the program objectives. This step in the needs assessment process usually requires a considerable amount of time, effort and resources, particularly if there is little information already available.

WHY ASSESS PERFORMANCE?

If we adhere to our definition of a need as the difference between some expected or desired level of performance and the actual level of performance, we realize that to this point we have completed only half of the task. We must find out how students are performing at present with respect to our program objectives in order to IDENTIFY DISCREPANCIES.

Collect and/or Gather Data

FOUR STEP PROCESS:

There are four basic steps to be followed in collecting student performance data. They are:

1. REVIEW PERFORMANCE INDICATORS. Each program objective had a general performance indicator which described how we would know that students had attained the objective. For example in the program objective, "90% of all 4th grade students will gain one month in reading skills for every month of reading instruction as measured by the Iowa Test of Basic Skills", gain one month in reading skills is a performance indicator, albeit a broad one. Usually the performance indicator will state a level of performance on a specific standardized test. It could also relate to a specific set of behaviors or skills which a student must master.
2. COLLECT AVAILABLE DATA. Many times, test or other information is available from local or state testing programs. This data should be collected and reviewed to ascertain what part of it relates to the program objectives and performance indicators developed in Step 3.
3. GATHER NEW DATA. Those program objectives for which no information is available will require some new assessment tools. The work group and the Needs Assessment Committee will have to make a decision on whether resources are available to develop or administer additional assessment tools.

ISSUE: It is recommended that these additional tools be obtained and used if at all possible. A thorough data collection leads to better validation results and a strengthened basis for program planning.

4. ORGANIZE DATA. Once all data collection is complete, quantitative gaps for each program objective can be identified. This information allows for a final ranking of priorities based in part on an assessment of performance. (Step 5)

Problems Associated With Data Collection

Before discussing what resources are available to the school district in conducting this performance assessment, it may be helpful to isolate a number of key issues or problems in this process.

1. COST. The expense of collecting data for all of the objectives may be costly in terms of dollars and staff time. Many times the work group and the Need Assessment Committee will need to trade off new and possibly more accurate data for less accurate data.
2. FEASIBILITY. Many times, it is not possible to collect specific information. It may not be legal to use a particular measure. Trained personnnel may be unavailable. The amount of student time required may be excessive.
3. IDENTIFYING DISCREPANCIES. There are some problems which attend the use of the "discrepancy" (the gap between desired performance and actual performance) approach to needs assessment. It is difficult to set performance standards, particularly in non-traditional areas such as self-concept and attitude toward school. Standardized measures are not often available and criterion-referenced tests may be difficult to obtain.

SOURCES OF PERFORMANCE DATA

A. Statewide Testing Program

A resource available to local school districts is the data available from the statewide testing program. This data can be used to assess a school district's performance in important skills areas. Appendix C contains a brief description of the statewide testing program with some samples of the data that is provided to local communities.

B. Local Testing Program

While there is considerable program variation, most school systems collect test information which supplements that collected by the state-wide testing program. In most cases, the basic skills areas are the ones most frequently measured.

C. Federal Programs

Most federal programs are budgeted for some kind of needs assessment. Planning for the use of such money can serve a dual purpose for school districts. Program development consultants from the Department of Education can offer assistance in this area.

ASSESSMENT TOOLS

A. Norm-referenced Testing

The most frequently used type of measurement, the standardized test is used to ascertain an individual's performance in relation to that of other individuals. Standardized tests are available for a wide variety of learning outcomes.

B. Criterion-referenced Testing

The criterion-referenced test is used to obtain measurements that are directly interpretable in terms of specified performance stardards with respect to specific objectives. The pool of available criterion-referenced tests is growing rapidly and their use is increasing. Criterion-referenced tests are gaining in use because of their ease of appplication to the measurement of unique or localized objectives.

C. Observation and Interviews

While not as widely used or as accepted, observations and interviews are valuable sources of data, particularly in a supporting role to standardized or criterion-referenced tests or where such tests are not feasible. The range of information collection procedures and products is extensive and includes such things as drop-out rates and absenteeism, observing physical signs such as the amount of vandalism. Interviewing students, also supplies the investigator with substantiated information relative to attitudes and values.

An evaluation specialist should be employed to coordinate and implement the assessment program. The development of a program for the conduct of this step in the assessment process is complex and expert assistance should be used.

IDEAS AND INFORMATION

1. Commercial Instruments and Services

The following is a list of some companies that provide products or services relating to developing criterion-referenced objectives and tests:

Educational Services
Westinghouse Learning Corp.
P.O. Box 30
Iowa City, Iowa 52240

Interpretive Scoring Systems
2296 Ellington Road
South Windsor, Connecticut
(203) 644-0601

National Evaluation Systems, Inc.
P.O. Box 226
Amherst, Massachusetts 01002
(413) 549-1011

School Testing Service, Inc.
900 Boston Turnpike
Shrewsbury, Massachusetts 01545

2. Bibliography

"Implications of Criterion Referenced Measurement." Journal of Educational Measurement, Popham, W. J., and Husek, R. R. Volume 6, No. 1, Spring 1969.

"Mental Measurement Yearbook," Buros. The Gryphon Press, New Jersey

"Using Measurement to Improve Instruction." E. L. Baker. Annual Meeting of Am. Psy. Assn., Honolulu, September 1972.

Step 5

ESTABLISH PRIORITY PROGRAM OBJECTIVES

This step represents the final one in the Needs Assessment process. To this point, a number of important activities have taken place:

1. Perceived needs have been chosen and ranked.
2. Program objectives have been developed.
3. Data has been collected on program objectives.

Organize Data

The data gained from the ranked perceived needs and the data collected on program objectives will now be used to establish a final ranking of priority program objectives. When organized, these two factors could be presented in a manner similar to the example in Table 1.

TABLE 1

SAMPLE ORGANIZATION OF INFORMATION

Program Goal	Goal Rating	Program Objective	Expected Performance level	Actual Performance level
As a result of attending public school a student should be able to read and understand materials written for his her age level.	#1	90% of all 4th grade students will gain one month of reading skills for every month of reading instruction as measured by the Iowa Test of Basic Skills.	90% will gain 1 month skill for each 1 month instruction.	80% gained 1 month skill for each 1 month instruction.
Same as above	#1	80% of all 4th grade students will be able to read a library book of their own choice but within their age level at a 75% comprehension level as measured by a teacher-made test.	80% at 75% comprehension	80% at 75% comprehension

Determine and Rank Gaps

The method used to express the magnitude of the discrepancy (the need) should simply be the percentage of students that fall between expected and actual performance levels. The scores reported in Table 2 illustrate the results of this gapping technique. The most important factor in the use of this technique is the homogeneity of the performance indicators. All specification of performance levels should be expressed in terms of percentage of students achieving specific performance levels.

TABLE 2

THE USE OF PERCENTAGE OF STUDENTS AS A SIMPLE DETERMINATE IN DISCREPANCY MEASURE

Program Objectives	Expected Performance Level	Actual Performance Level	Gap in % of Students
PO1	90%	80%	+10%
PO2	80%	80%	—
PO3	90%	75%	+15%
PO4	75%	85%	—10%

The next step is one of rank ordering the objectives according to the size of the gap (assessed need) that has been determined. Once this is completed, the local school district has a ranked list of priorities based on an assessment of discrepancies. Part of such a list may resemble the sample illustrated in Table 3.

TABLE 3

SAMPLE LIST OF RANKED PROGRAM OBJECTIVES

Program Objectives	Expected Performance Level	Actual Performance Level	Gap in % of students	Rank Based on Gap
PO1	90%	80%	+10%	2
PO2	80%	80%	—	3
PO3	90%	75%	+15%	1
PO4	75%	85%	—10%	4

This ranking procedure presents local school districts with a list of established priorities based solely on the discrepancy measure. There is, however, a second factor that might be considered in establishing the final set of critical needs.

In Step 2 (Setting Priority Goals) of the needs assessment process, the needs assessment questionnaire should have asked respondents to attach an importance rating (e.g., 1 very important; 2 important; 3 somewhat important; 4 unimportant) to each of the program goals that were used in the survey (see, for example, the OPEN questionnaire, Appendix B). The importance ratings were used as one means of setting priority goals. Those same ratings can now be used as a second factor in establishing a list of priority program objectives.

Establishing Priority Program Objectives

There are two methods available by which the importance rating can be used along with the "Rank Based on Gap" measure to arrive at a final ranking of program objectives. The first method is to simply indicate the rating (e.g., very important, important, somewhat important, unimportant) of each program objective. The decision of integrating the second factor (importance) then becomes more of a subjective one, but one with which the NAC could deal with directly. This list may resemble the example:

EXAMPLE:

Program Objective	Gap in % of students	Rank of Gap	Rated Importance
PO1	+10%	2	very important
PO2	—	3	very important
PO3	+15%	1	important
PO4	—10%	4	somewhat important

The second method is to attach weighted values to each of the importance ratings and then to integrate these weighted values with the "rank based on gap." One way of assigning weighted values is illustrated below

Importance Rating	Weighted point values assigned
very important	4
important	3
somewhat important	2
unimportant	1

Point values can also be easily assigned to the gaps reported in percentage of students. The sample below illustrates the technique of simply assigning 1 point value for each 1% of discrepancy.

Program Objectives	Gap in % of students	Assigned Point value of gap
PO1	+10%	10
PO2	—	0
PO3	+15%	15
PO4	—10%	—10

The gap and the importance rating are now expressed in common terms which can be combined to yield a final priority rating upon which program objectives can be ordered. Table 4 shows how these two factors might look after being combined in the before mentioned technique.

TABLE 4

Combining "gap" value and weighted importance rating to yield a final priority rating

Program Objective	A point value for "gap"	2 Weighted Point Value	3 Weighted Gap (1+2) =3	Importance Gap Rank
PO1	+10	2	12	2
PO2	—	3	3	3
PO3	+15	1	16	1
PO4	—10	4	— 6	4

Doubtless there are other factors (e.g., cost, feasibility, "politics", etc.) that might influence a Needs Assessment Committee in their final ranking of program objectives. Needless to say, it is beyond the scope of this manual to outline the use of every potential variable. The two major options discussed above do have the benefit of being relatively systematic rather than purely subjective. Widespread acceptance of the NAC's work is a critical factor.

REVIEW

It is clear that the complexity of problems in education must be addressed through a systematic planning and program development process. Needs assessment is the first step in that process. It is equally clear that intuitive approaches to needs assessment will not satisfy state and federal requirements nor the critical analysis of the consumer of educational services.

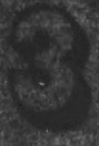
This manual has attempted to present a step by step process for conducting a comprehensive needs assessment as well as provide a rationale for the process itself. The appendixes contain supportive information on the material discussed in the body of the manual.

The following checklist is meant as a step-by-step review of the process. It is useful both as a review of a first reading of the manual and as a guide for the actual conduct of needs assessment activities.

NEEDS ASSESSMENT CHECKLIST

1. Develop the Framework
   - ( ) Appoint Director
   - ( ) Establish Needs Assessment Committee
   - ( ) Develop a Communications Network
   - ( ) Orientation of NAC
   - ( ) Form a Professional Task Force

2. Setting Priority Goals
   - ( ) Review and analyze Project OPEN results
   - ( ) Choose method of surveying perceived educational needs
   - ( ) Organize data
   - ( ) Rank Goal Statements
   - ( ) Select Priority Program Goals

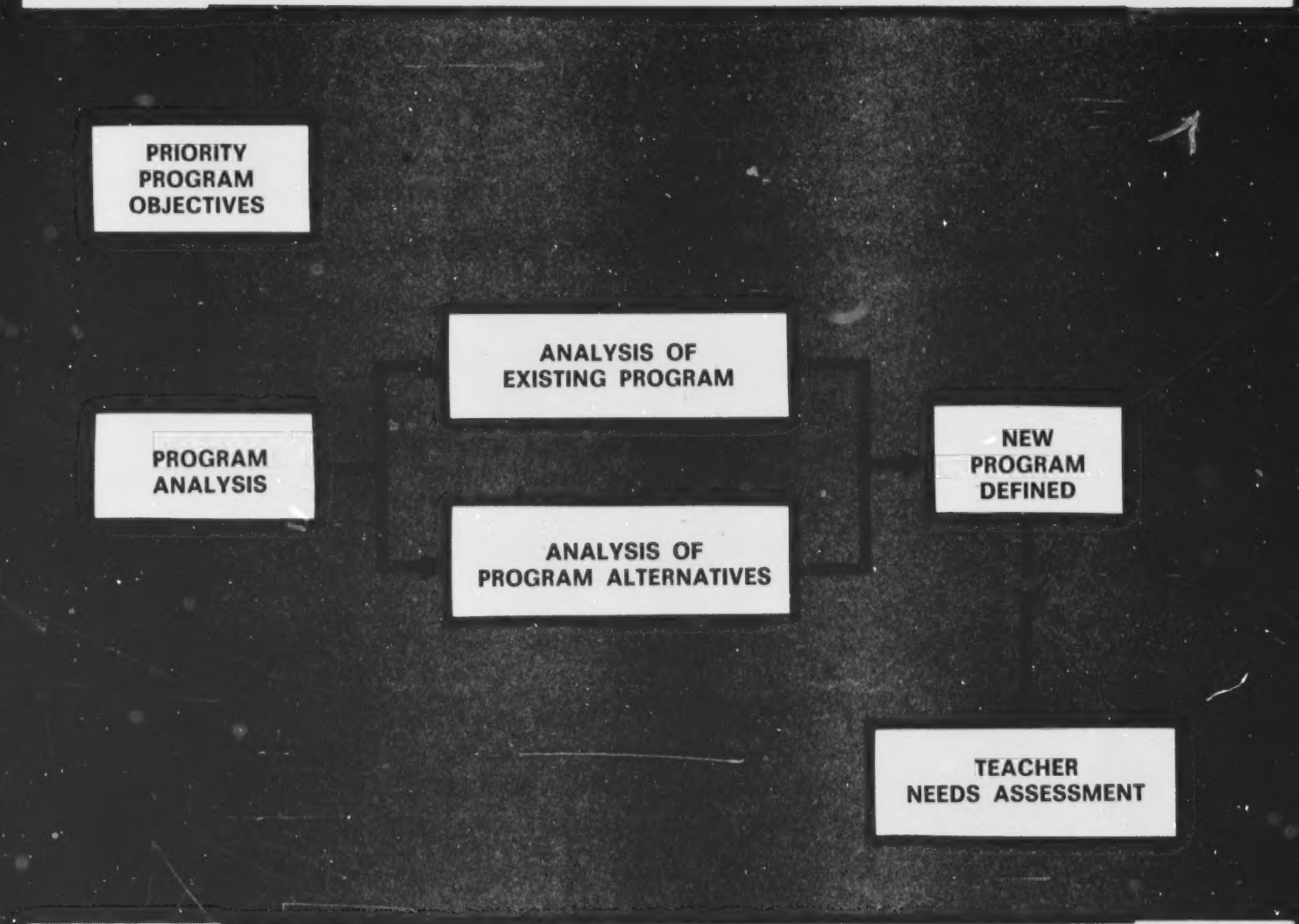


3. Program Objectives
   - ( ) Review needs and goals
   - ( ) Establish process for [illegible] objectives
   - ( ) Review existing materials
   - ( ) Prepare draft of objectives
   - ( ) Rework and prepare final objectives

ON TO PROGRAM PLANNING

As was indicated in the introduction section of the manual, a comprehensive needs assessment is only the first step in the program development process. A review of the program development cycle indicates that the next major step in the process is program planning. While it is not the purpose of this manual to deal with this topic at length, it may be helpful to outline some of the specific steps in the process.

The program planning process is depicted in the following flow chart:

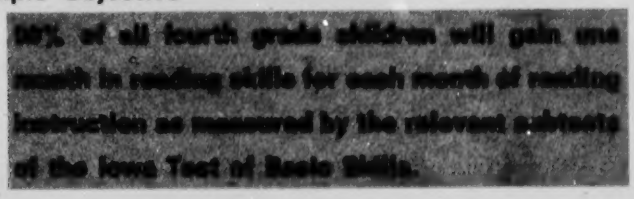


Once the analysis is completed a new program or set of activities can be outlined. Using the program objectives and the outline of projected activities addressed to the achievement of these objectives, an assessment of teacher needs can be undertaken.

Illustration

It may be helpful to review the program planning process in more detail by using a specific program objective.

Sample Objective



If a program is a set of related activities addressed to an educational need, then there are a variety of activities which a school staff might implement to accomplish the sample objective. The following are sample activities that might be implemented toward accomplishment of the objective:

Activity No. 1

To implement an individualized instructional skills development program.

Activity No. 2

To encourage and support in-home reading by parents

Activity No. 3

To implement a program to develop positive self-concept and self-initiative

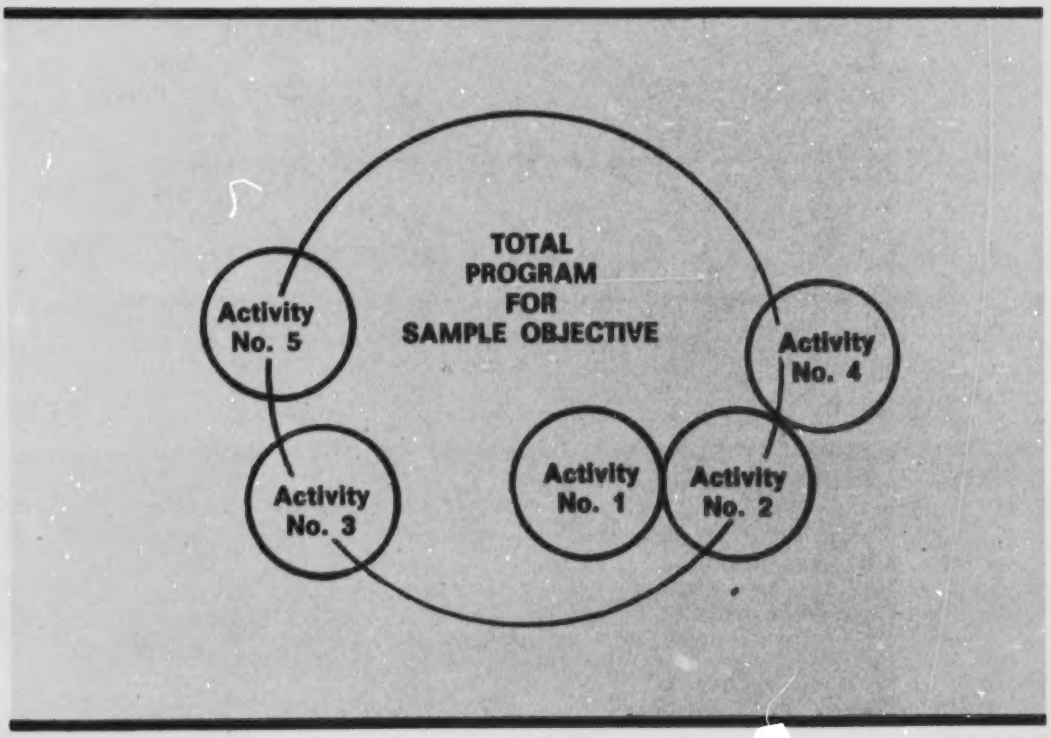
Activity No. 4

To implement a program for the early identification of children with actual or potential learning disabilities

Activity No. 5

To provide proper nutrition for each child

The sample activities range from the traditional to the non-traditional. They do not comprise all of the activities which may be implemented to address the sample program objective. In addition, all are not related in the same way and in the same proportion to the same objectives. Some, such as Activity No. 1, relate directly and entirely to the objective. Others, such as Activity No. 4, may relate to many other objectives as well. Graphically, the relationship might look like this:



In the Venn diagram above, only one activity is entirely contained within the program for the sample objective. All others overlap into the large circle but also relate to other programs as well.

Following the development and acceptance of the priority program objectives, an analysis of the existing program addressed to each of the objectives must be undertaken. At the same time, alternative activities should be examined and possibly added to the existing program.

In undertaking program analysis, all activities that are presently being implemented must be assessed. In addition, new activities might be proposed and assessed. At least five elements are the focus of the assessment of each activity:

1. Instructional objectives — what are the specific outcomes desired for students with respect to each activity?
2. Instructional materials — what textbooks, audio-visual materials or other materials are used in conducting the activity?
3. Facilities — what are the space and equipment requirements for the activity?
4. Personnel — what administrators, teachers, paraprofessionals, etc. are needed for the activity?
5. Support System — what organizational framework is needed to bring all relevent resources together for each activity?

Underlying each of these elements are two additional factors: time and money. Both are manifested in each of the five elements above.

Following program analysis, a new or modified program can be developed. At this stage, it is defined in relatively broad terms. Subsequent stages of the program development process will involve the development of instructional objectives and staff development.

Because the teacher is viewed as a crucial factor in the success of any program, it is at this point in the program development process that teacher needs assessment is undertaken. The new program design provides an outline of the skills teachers (paraprofessionals and administrators) will need to insure adequate implementation of specific activities. Teacher needs assessment can help to identify those skills or competancies teachers need, but do not have, in order to carry out a program. If undertaken at this stage in the program development process, staff development can be implemented prior to implementation of the program.

TEACHER NEEDS ASSESSMENT

Introduction

Teacher needs assessment is concerned with determining staff training needs. As a component of program planning, it provides direction for the staff development phase of the program development cycle (see Figure 1, p. 2). Teacher needs assessment is the process by which administrators, teachers and teacher educators (functioning as a work group), working with the Need Assessment Committee (NAC), determine what staff training is necessary to advance the achievement of priority program objectives.

The needs assessment activities outlined in previous sections of this manual lead to the establishment of program objectives for students. Teacher needs assessment extends that process by collecting information on staff training needs related to those objectives. Teacher needs assessment is staff planning for staff training based on their own perceptions of needs.

While teacher needs assessment is an extension of the student needs assessment process, it departs from that process insofar as no direct testing or observation of teachers' skills and abilities is recommended. Given the types of skills and abilities needed and given the state of the art of evaluation itself, it is likely that using such procedures will produce questionable data while raising the anxiety levels of the professional staff.

ISSUE: TEACHER NEEDS ASSESSMENT vs. TEACHER EVALUATION

Teacher needs assessment is not teacher evaluation. The former is a process of identifying priorities for staff development. The latter is a process of judging the effectiveness of personnel against predetermined criteria. While teacher needs assessment does attempt to determine training needs, this determination is based upon perceptions rather than objectively collected data and is not used to make judgments concerning effectiveness. It is important to stress this distinction when undertaking teacher needs assessment.

The Teacher Needs Assessment Process

The basic assessment process involves the collection and analysis of information in two areas:

1. Essential teacher abilities and skills needed to accomplish specific program objectives.
2. Teachers' perceived need for training in the abilities and skills needed to accomplish specific program objectives.

The purpose of collecting "what ought to be" (No. 1) and "what is" (No. 2) information is to identify those areas where a substantial gap exists between what we want and what we have.

THREE STEP PROCESS

I. List essential skills and abilities

Within the scope of the program objective(s) and activities (which result from the student needs assessment process), the work group should prepare a list of skills or abilities essential to the successful implementation of the objective(s).

Example:

Program Objective

90% of all fourth grade children will gain one month in reading skills for each month of instruction as measured by the relevant subtests of the Iowa Tests of Basic Skills.

A partial list of essential skills and abilities related to this program objective are:

1. informal group and individual diagnostic skills
2. ad hoc grouping techniques based on informal and formal assessment of individuals
3. production of materials appropriate to a specific instructional objective.

While many of the skills and abilities listed might be contained entirely within the curriculum of the program to be implemented (e.g., the Wisconsin Design for Reading Skills Development), the work group may want to add others to the list. Such a list may include such skills as interpersonal communications competency, and assessment and grading procedures.

Prior to surveying teachers and other staff, it may be necessary to limit the list of skills and abilities to a workable number of the most important ones for inclusion in the survey instrument. Determining what statements are included in the questionnaire can be based on the judgments of the work group itself, the NAC, or other administrators and teachers.

II. Collect Information

Teacher skills can be viewed in terms of activities on the part of the teacher which not only produce effective learning on the part of the pupils, but improved classroom management, relationship building (student-teacher and student-student) and the creation of an effective learning environment in the classroom. Step two has to do with collecting data in these areas.

Assessing Teachers' Perceptions

In order to collect information on those skills and abilities which teachers perceive as priorities for staff development, a simple questionnaire can be prepared. Figure (1) contains a sample of such a questionnaire. The items are taken from the list of skills and abilities prepared in Step I of the teacher needs assessment process.

Those items in the questionnaire listed as most important and which teachers indicate are areas requiring training can be used as guides for the development of training programs. Using this method, teachers have a strong voice in the selection of areas for training, training directly related to programs being implemented in their schools and classrooms.

III. Analyzing Information

By identifying those areas which teachers perceive as important and those areas in which they say they need partial or complete training, it is possible to establish priorities for future staff development. The summary of responses may give evidence of such priorities through a simple review or a numerical weighting of responses can be used to allow for a mathematical ranking. For example, "very important" might be given a weighting of 4 and "need complete training" a 4, so that items receiving such responses would get the highest ranking.

Figure (1)

Teacher Needs Assessment Questionnaire

This survey consists of a series of statements describing teacher behaviors or performance considered necessary for teachers to exhibit or employ to meet the objectives of our English Program.

For each of these statements, you are asked to answer two questions. These questions are:

1. To what extent should it be done (how important is it?)
2. To what extent would you require training?

For both of these questions, there are a number of possible responses you can choose. You should fill in the one box for both of these questions which most accurately describes your feeling about the statement.

1	2	3	4		I	2	3	4
not important	of little importance	average importance	very important		need no training	need review training only	need partial training program	need complete training program
☐	☐	☐	☐	Informal group and individual diagnostic skills	☐	☐	☐	☐
☐	☐	☐	☐	ad hoc grouping techniques based on informal and formal assessment of individuals	☐	☐	☐	☐
☐	☐	☐	☐	production of materials appropriate to a specific instructional objective	☐	☐	☐	☐

APPENDIX A

EDUCATIONAL GOALS FOR RHODE ISLAND

The Education Act of 1969 mandated that the Rhode Island Board of Regents establish broad goals and objectives for all levels of education in the state and that they shall be expressed in terms of what men should know and be able to do as a result of their educational experience.

The scope of seven goals is comprehensive. They are meant to serve all citizens, all learners; from early years through continuing programs for life-long learning.

Personal Goal (A sense of self)

An opportunity for each person to grow toward self-understanding and to determine personal goals, values and attitudes.

1 - by development of one's intellect and capacity for rational thought for one's maximum potential.

2 - by developing a realistic feeling of self-worth and momentum for personal growth.

3 - by developing values concerning one's place in the world and universe.

4 - by maintaining mental and physical health through self awareness and skills in health practices.

5 - by enjoying leisure time.

Social Goal (The dignity of man)

An opportunity for each person to advance the dignity of man by living effectively with other individuals, groups and organizations.

6 - by respecting the rights and responsibilities of individuals and groups in society.

7 - by understanding* concepts, beliefs, religions and social customs of mankind.

8 - sociological factors which influence human behavior.

9 - by participating in community activities.

10 - by developing skills in interpersonal and group relations.

11 - by coping with social problems and contributing to social change.

Cultural Goal (The community of man)

An opportunity for each person to enrich the community of man through the development of values based on an understanding of various cultures.

12 - by knowing one's own culture.

13 - by appreciating the unique culture characteristics of different societies.

14 - by understanding cultures through historical and social perspectives.

15 - by understanding and relating the arts, humanities and the sciences to the development of cultures.

Economic Goal (Man in the marketplace)

An opportunity for each person to understand and evaluate economic needs, values, and systems in order to contribute to the common good.

An opportunity for each person to be able to choose a career suited to his talents and aspirations, and to acquire the competencies and capabilities to pursue that career.

16 - understanding economic principles as they relate to individuals, groups, organizations, institutions, societies and to the development of cultures.

*The word understanding as it appears in this document should be interpreted as embracing the activities of knowing, feeling and doing.

17 - comprehending the various forces influencing change in the economy.

18 - providing the opportunity for real or simulated work experiences.

19 - developing the necessary skills in order to function as an informed consumer.

20 - developing economic knowledge and each person's skills to enhance the quality of life and to contribute to the common good of family, society and state.

Aesthetic Goal (A love of beauty)

An opportunity for each person to enrich life through contemplation and experience in all forms of art.

21 - by appreciating the relationship of the arts to life.

22 - by understanding the relationship of man's art forms to cultural heritage.

23 - by applying aesthetic standards to the physical environment.

24 - by experiencing the arts as a mode of self-expression and communication.

25 - by understanding the nature of society through its art, music, dance, literature and drama.

26 - by stimulating the senses of sight, touch, smell, taste and hearing.

Political Goal (Governance and community)

An opportunity for each person to contribute to the benefit of all peoples through the understanding and practice of democratic self-government as it can be applied to the nation, the state of Rhode Island and local governments.

27 - understanding individual rights and responsibilities in the American democratic society.

28 - understanding political systems as they respond to social, economic and technological changes.

29 - evaluating the relationships among political systems, individual freedom and social order both in theory and in practice.

30 - recognizing the development of law as it effects the governance of individuals, institutions and nations.

31 - participating in the political system through activity in public and private political institutions.

32 - developing leadership potential through participation in the group process which effects changes.

Physical Goal (Man in the natural world)

An opportunity for each person to create a healthier and more beautiful world by understanding the environment and making intelligent use of it.

33 - growing in understanding of the nature of the universe; the nature of the environment shaped by man; and the impact of one on the other.

34 - understanding man as an evolving species dependent on a changing environment.

35 - relationship to personal and community health.

36 - planning for the future to enhance the quality of life.

37 - respecting the balances between the natural and man-made environment.

APPENDIX B

PROJECT OPEN

The Opinion Poll on Educational Needs is a questionnaire designed to produce a broad base of information concerning Rhode Islanders' perceptions of the greatest and most important learner needs their schools should be working to meet.

The great preponderance of items in the questionnaire are intended to bridge the gap between the general goals already adopted by the Board of Regents (see Appendix B) and the specific, performance-based objectives that will have to be developed for each major school program if those goals are to have any effect at the classroom level. The remaining items deal with various aspects of the learning environment in which and through which the achievement of any substantive goals must be worked out.

A central feature of Project OPEN is its reliance on a sample of respondents adequate to warrant drawing conclusions as to perceived needs, or priorities, not just for Rhode Island as a whole but for every district and virtually every school. Every school and school district is unique. Though it may well be appropriate to set certain overriding educational priorities and related objectives for the State as a whole, it is equally important that every school and district have an opportunity to shape its own character and determine its own objectives for the bulk of its program.

Thus the questionnaire was administered in such a way that a ranking of the top seven educational priorities of several groups

of respondents has been produced for virtually every public school and school district in the State as well as for several constellations of non-public schools.

Priorities were determined on the basis of two factors given equal weight in determining the top seven priority items for a group of respondents:

1. need ranking -- based on the average size of the gap between people's perceptions as to what the schools are accomplishing with respect to the kind of learner behavior described in an item and what they should be doing, and

2. importance ranking -- based on the number of people who identified an item as being extremely important.

The decision to seek the views of people from all segments of the population is based on the increasingly strong realization that no effort to improve education is likely to succeed without involving its intended beneficiaries in making the decision that shape the effort.

Most of the 19,000 participants were chosen by a random selection process applied to every public school containing a fourth grade, an eighth grade or high school grades. Depending on the size of the school, one or more classes in the grades indicated were chosen by lot, and youngsters in the classes picked were asked to bring one copy of the questionnaire to their parents. In addition, the eighth grade and high school students included in the sample were asked to fill out a questionnaire themselves.

Superintendents of schools, school committee members, state legislators and town officials were all automatically asked to participate because there are so few people in each of those categories.

A composite copy of all three forms of the questionnaire appears in the pages immediately following.

For details concerning the sampling technique, scoring system and data analysis methods utilized in Project OPEN, see the publication Project OPEN: Technical Report, available on request from the Rhode Island Department of Education.

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Fred G. Burke, Commissioner

If you have ever wished you could tell school officials how you think schools should be run and what things you think should be stressing, here is your chance to do just that!

It is not possible to reach every person in the State to find out what concerns people have regarding their schools. And so a fairly small number of persons throughout the State have been selected to give their views. With this method, of course, everyone asked to take part actually represents many others who do not have an opportunity to express themselves. If a person chosen does not "vote," lots of other people go unrepresented.

Since you are one of the few who have been invited to participate, I hope you will take a few minutes to complete the attached Opinion Poll on Education Needs as thoughtfully as you can. I assure you that the information we are asking you to provide is very important, and that it will be given very close attention by those who wish to shape the schools to serve you better.

To return your form: If you are a student, please hand it in to your teacher at the end of the class time set aside for completing the questionnaire. If you received the form from a student, please put it back in the envelope it came in and ask the student who gave it to you to bring it back to school. If you received the form some other way, please place it back in the envelope it came in and return it to your local school principal's office or mail it to this Department.

Thank you for your help.

Fred G Burke

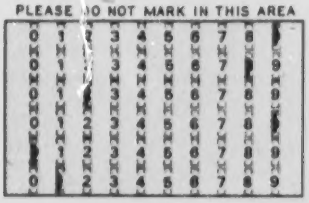
109289

OPTICAL SCANNING CORPORATION

DC 30-500

OPINION POLL ON EDUCATIONAL NEEDS

PLEASE DO NOT MARK IN THIS AREA



DIRECTIONS

Use No. 2 pencil only.

Do NOT use ink or ball point pen.

Make heavy black marks that completely fill in the box.

Mark only one box for each question.

If you must erase, please do so completely.

Be sure to complete the back of every page.

EXAMPLE

WRONG

WRONG

RIGHT

Please complete the background information requested below. Your answers are not to be used to identify you personally, but are necessary to understand the results of this survey.

1. You are answering these questions mainly as a: **(choose only one)**

STUDENT | PUBLIC SCHOOL PARENT | TEACHER | SCHOOL ADMINISTRATOR | OTHER EDUCATOR | LEGISLATOR/ TOWN ADMINISTRATOR | SCHOOL COMMITTEE MEMBER | CITIZEN

2. Your age is:

UNDER 15 | 15 - 19 | 20 - 29 | 30 - 39 | 40 - 59 | 60 OR OVER

3. Your sex:

FEMALE | MALE

4. Is English the language spoken most frequently in your home?

YES | NO

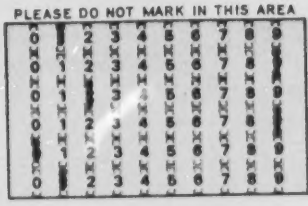
5. Do any children in your home attend non-public elementary or secondary schools?

YES | NO

DC 30-591

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

PLEASE DO NOT MARK IN THIS AREA



IF YOU ARE A STUDENT, please answer in terms of yourself and the school you attend.

IF YOU RECEIVED THIS QUESTIONNAIRE FROM A PUBLIC SCHOOL STUDENT, please answer the remaining questions with that student and his/her school in mind.

IF NEITHER OF THE ABOVE APPLIES TO YOU, please answer the remaining questions in terms of a local public school student you know well and the school he/she attends.

6. Student's present grade in school:

K 1 2 3 4 5 6 7 8 9 10 11 12

7. Highest grade student is expected to complete:

ELEMENTARY	SECONDARY	COLLEGE OR JR. COLLEGE OR TECHNICAL SCHOOL	GRADUATE SCHOOL OR PROFESSIONAL TRAINING	DO NOT KNOW
K 1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16	MORE THAN 16	

8. Student's success in school . . . . .

VERY HIGH HIGH GOOD FAIR LOW VERY LOW

9. Overall, how do you rate the school the student attends? . . .

VERY HIGH HIGH GOOD FAIR LOW VERY LOW

10. Overall, do you think the student's school is an enjoyable place? . . .

ALMOST ALWAYS OFTEN SOMETIMES SELDOM HARDLY EVER

11. If the student has a special need, please indicate below . . . .

NO SPECIAL NEED PHYSICALLY HANDICAPPED MENTALLY HANDICAPPED EMOTIONALLY HANDICAPPED LEARNING DISABLED GIFTED TALENTED

OPTICAL SCANNING CORPORATION DC 30-592

INSTRUCTIONS

PLEASE DO NOT MARK IN THIS AREA

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	1
0	1	1	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	1
1	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Step One After you have read a statement such as: "The student can choose and follow through on a project.'...

Step Two Answer these two questions:

DOES this actually HAPPEN?

SHOULD this HAPPEN?

Step Three You are given these three choices:

YES NOT SURE NO

Step Four Blacken the box in the column which best shows your opinion for both the DOES HAPPEN and SHOULD HAPPEN questions.

EXAMPLE

THE STUDENT CAN...	DOES HAPPEN?	SHOULD HAPPEN?
choose and follow through on a project.	NOT SURE	YES

THE STUDENT CAN...	DOES HAPPEN?	SHOULD HAPPEN?
1. describe the early signs of physical and mental illnesses.	YES NOT SURE NO	YES NOT SURE NO
2. express thoughts clearly in writing.	YES NOT SURE NO	YES NOT SURE NO
3. explain how man can use the earth's resources without causing great damage.	YES NOT SURE NO	YES NOT SURE NO
4. explain how the relationships among federal, state and local governments in the U. S. have changed and continue to change.	YES NOT SURE NO	YES NOT SURE NO
5. explain the development of at least two systems of government.	YES NOT SURE NO	YES NOT SURE NO
6. explain what it feels like to be discriminated against.	YES NOT SURE NO	YES NOT SURE NO
7. compare different ways of solving the same problem.	YES NOT SURE NO	YES NOT SURE NO

IMPORTANCE

AGAIN READ STATEMENTS #1 THROUGH #7 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

68 1 2 3 4 5 6 7 NONE

DC 30-593 OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

PLEASE DO NOT MARK IN THIS AR

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

THE STUDENT CAN . . .

	DOES HAPPEN? YES	DOES HAPPEN? NOT SURE	DOES HAPPEN? NO	SHOULD HAPPEN? YES	SHOULD HAPPEN? NOT SURE	SHOULD HAPPEN? NO
8. use different senses to enjoy all kinds of patterns, details and textures.						
9. name some rights of shoppers and where they can get help to protect those rights.						
10. do basic arithmetic.						
11. take part in a variety of rewarding spare-time activities.						
12. describe correctly some important beliefs and customs that differ from his/her own.						
13. list ways in which a government can control such things as employment and prices.						
14. tell the history of at least two cultures in America.						

IMPORTANCE

AGAIN READ STATEMENTS # 8 THROUGH # 14 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

8	9	10	11	12	13	14	NONE

THE STUDENT CAN . . .

	DOES HAPPEN? YES	DOES HAPPEN? NOT SURE	DOES HAPPEN? NO	SHOULD HAPPEN? YES	SHOULD HAPPEN? NOT SURE	SHOULD HAPPEN? NO
15. name several ways of gaining political power.						
16. read and understand materials that are written for his/her age level.						
17. explain how one can get a sense of a society's values and life styles by examining its music, literature, art, drama and dance.						
18. figure out whether a given conclusion was arrived at logically.						
19. name things he/she does well and those where improvement is needed.						
20. work at a paying job for school credit.						
21. give examples of how people can work together to improve their community.						

IMPORTANCE

AGAIN READ STATEMENTS # 15 THROUGH # 21 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

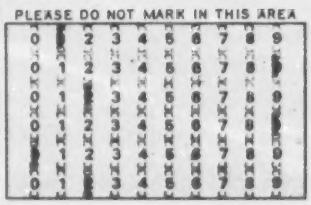
69

15	16	17	18	19	20	21	NONE

OPTICAL SCANNING CORPORATION DC 30-594

INSTRUCTIONS

PLEASE DO NOT MARK IN THIS AREA



Step One After you have read a statement such as: "The student can choose and follow through on a project"...

Step Two Answer these two questions:

DOES this actually HAPPEN?

SHOULD this HAPPEN?

Step Three You are given these three choices:

YES NOT SURE NO

Step Four Blacken the box in the column which best shows your opinion for both the DOES HAPPEN and SHOULD HAPPEN questions.

EXAMPLE

THE STUDENT CAN...	DOES HAPPEN? YES / NOT SURE / NO	SHOULD HAPPEN? YES / NOT SURE / NO
choose and follow through on a project.		■

THE STUDENT CAN...	DOES HAPPEN? YES / NOT SURE / NO	SHOULD HAPPEN? YES / NOT SURE / NO
1. explain how the environment is a system of natural and man-made parts affecting one another.		
2. explain why the arts are important.		
3. tell a number of ways of influencing political decisions.		
4. give examples of the effects of changes in the physical environment on man.		
5. give examples of how peoples' lives are affected by things outside their control.		
6. read and understand materials that are written for his/her age level.		
7. name child-care practices that are helpful or harmful.		

IMPORTANCE

AGAIN READ STATEMENTS #1 THROUGH #7 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

70 1 2 3 4 5 6 7 NONE

DC 30-597 OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

PLEASE DO NOT MARK IN THIS AREA

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

THE STUDENT CAN . . .

	DOES HAPPEN?			SHOULD HAPPEN?		
	YES	NOT SURE	NO	YES	NOT SURE	NO
8. argue a point of view convincingly to a group.						
9. explain why everyone in a free society should express views on political issues.						
10. carry out personal activities without violating the rights of others.						
11. get along with other people.						
12. explain some of the ways advertisers get people to buy products.						
13. do basic arithmetic.						
14. name some important things done by members of different culture groups.						

IMPORTANCE

AGAIN READ STATEMENTS # 8 THROUGH # 14 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

8	9	10	11	12	13	14	NONE

THE STUDENT CAN . . .

	DOES HAPPEN?			SHOULD HAPPEN?		
	YES	NOT SURE	NO	YES	NOT SURE	NO
15. explain one way a law can be passed which favors some people much more than others.						
16. discuss possible causes and cures of major social problems.						
17. listen carefully and with understanding to what others have to say.						
18. explain how his/her own personal values have developed.						
19. compare his/her own skills and career desires with those of many different occupations.						
20. express thoughts clearly in writing.						
21. express personal judgements as to why things are pleasing or displeasing to his/her senses.						

IMPORTANCE

AGAIN READ STATEMENTS # 15 THROUGH # 21 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

71

15	16	17	18	19	20	21	NONE

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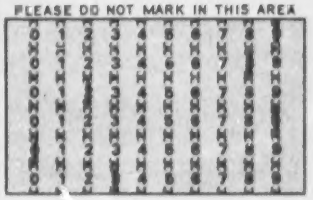
INSTRUCTIONS

PLEASE DO NOT MARK IN THIS AREA



Step One After you have read a statement such as: "The student can choose and follow through on a project"...

Step Two Answer these two questions:

DOES this actually HAPPEN?

SHOULD this HAPPEN?

Step Three You are given these three choices:

YES NOT SURE NO

Step Four Blacken the box in the column which best shows your opinion for both the DOES HAPPEN and SHOULD HAPPEN questions.

EXAMPLE

THE STUDENT CAN...	DOES HAPPEN? YES / NOT SURE / NO	SHOULD HAPPEN? YES / NOT SURE / NO
choose and follow through on a project.		

THE STUDENT CAN...	DOES HAPPEN? YES / NOT SURE / NO	SHOULD HAPPEN? YES / NOT SURE / NO
1. explain the dangers of thinking that all the people in a particular group are alike.		
2. explain how to take care of his/her health.		
3. explain how emotions and basic human needs affect actions.		
4. tell how television can affect people's ways of thinking.		
5. explain how certain jobs can become outdated, and what can be done about this.		
6. name some rights of every American citizen.		
7. express thoughts clearly in writing.		

IMPORTANCE

AGAIN READ STATEMENTS #1 THROUGH #7 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

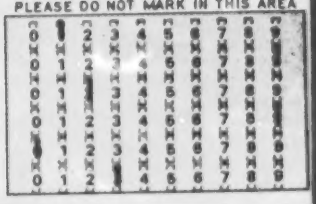
72

1 2 3 4 5 6 7 NONE

DC 30-599

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

PLEASE DO NOT MARK IN THIS AREA



THE STUDENT CAN . . .	DOES HAPPEN? YES	NOT SURE	NO	SHOULD HAPPEN? YES	NOT SURE	NO
8. do basic arithmetic.						
9. tell what kind of information is most likely to settle an argument.						
10. speak about ideas in such a way that others can understand what is meant.						
11. explain what kinds of working conditions exist for different kinds of jobs.						
12. practice good health habits for personal and community well-being.						
13. explain how one country can influence the standard of living in other countries.						
14. show when statements contradict one another.						

IMPORTANCE

AGAIN READ STATEMENTS #8 THROUGH #14 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

8 9 10 11 12 13 14 NONE

THE STUDENT CAN . . .	DOES HAPPEN? YES	NOT SURE	NO	SHOULD HAPPEN? YES	NOT SURE	NO
15. explain why many people are against having laws to protect the physical environment.						
16. state the most important goals in his/her life and how seeking those goals is likely to affect others.						
17. explain how goods and services get produced, priced and distributed.						
18. read and understand materials that are written for his/her age level.						
19. explain why all persons and groups do not have an equal chance to make laws.						
20. explain how the economic policies of federal, state and local governments affect different individuals and groups differently.						
21. explain the difficulty in telling whether one thing really causes another thing.						

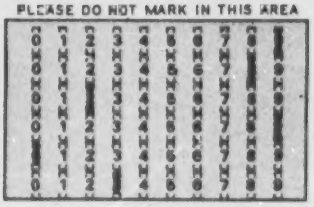
IMPORTANCE

AGAIN READ STATEMENTS #15 THROUGH #21 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

73 15 16 17 18 19 20 21 NONE

OPTICAL SCANNING CORPORATION DC 30-600

PLEASE DO NOT MARK IN THIS AREA



WITHIN THE SCHOOL SETTING, THE STUDENT USUALLY . . .	DOES HAPPEN? YES	NOT SURE	NO	SHOULD HAPPEN? YES	NOT SURE	NO
22. is encouraged to grow toward full control of his/her own learning.						
23. can get help from specialist teachers when needed.						
24. is encouraged to stick with tasks that he/she does not like.						
25. has many different educational materials to use.						
26. can expect fair treatment if accused of breaking an important school rule.						
27. is asked for opinions on what is being taught and how it is being taught.						
28. is allowed to disagree with teachers and other students.						

IMPORTANCE

AGAIN READ STATEMENTS # 22 THROUGH # 28 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

22	23	24	25	26	27	28	NONE

WITHIN THE SCHOOL SETTING, THE STUDENT USUALLY . . .	DOES HAPPEN? YES	NOT SURE	NO	SHOULD HAPPEN? YES	NOT SURE	NO
29. can attend school without being hurt or threatened either by students or adults.						
30. can expect that classes will be undisturbed by other students.						
31. is encouraged to learn because he/she is interested rather than for grades or praise.						
32. finds school a satisfying place to be.						
33. is encouraged to help decide school rules, policies, and procedures.						
34. can get individual help from teachers.						
35. has safe and healthful surroundings to work in.						

IMPORTANCE

AGAIN READ STATEMENTS # 29 THROUGH # 35 ON THIS PAGE.
PLEASE CHOOSE THE STATEMENTS THAT YOU BELIEVE ARE EXTREMELY IMPORTANT.
FILL IN THE BOXES MATCHING THE NUMBERS OF ANY STATEMENTS YOU HAVE CHOSEN AS EXTREMELY IMPORTANT.

29	30	31	32	33	34	35	NONE

OPTICAL SCANNING CORPORATION DC 30-595

FOR THOSE WHO'D LIKE TO SAY MORE

You may have other concerns about schooling which did not appear on the form of the questionnaire you received.

Please use the numbered spaces below to list the three things you think are most important for the schools to be doing, whether they are listed in the questions or not.

Please use the remaining space for any additional comments you may want to make about schools and their purpose, or about the questionnaire.

1. _____

2. _____

3. _____

THANK YOU - PLEASE RETURN

DC 30-596 OPTICAL SCANNING CORPORATION

APPENDIX C

STATEWIDE TESTING

Purpose

The major purposes of the Rhode Island Statewide Testing Program are instructional evaluation, and the provision of data for a management information system.

Policy

The state legislature passed a law requiring uniform testing in aptitude and ability for students in the state of Rhode Island.

Administration

The Support Services Unit within the Department of Education administers the program statewide. The program is 100 percent state funded.

Population

During the 1974-75 academic year grades K, 4, 8, and 9 were tested. Participation was required in grades 4 and 8. The individual school could decide whether to administer the Differential Aptitude Test to grade 8 or 9. Approximately 60,000 were tested with one test or another.

Instrumentation

Aptitude, intelligence, English, mathematics, reading, language and work study skills were tested in 1974-75. During 1974-75 the tests were chosen by the Director of Testing in Consultation with test specialists in local school districts.

Test of Basic Experiences	Kindergarten
Boehm Test of Basic Concepts	Kindergarten
Cognitive Abilities	Grades 4, 8
Iowa Test of Basic Skills	Grades 4, 8
Differential Aptitude Tests	Grades 8, 9

Data Collection and Processing

During 1975-76, testing with the Iowa Test of Basic Skills will again be mandatory at Grades 4 and 8. However, only a sample of students will take the test; among the students sampled, parts of the ITBS will be given only on a sampling basis. All other testing provided in 1974-75 will be dropped to be partially replaced by a pilot program using the National Assessment of Educational Progress (NAEP) objectives and exercises in the basic skill areas on a sampling basis. In addition, each local community will be assisted in setting up its own assessment system to measure achievement of local objectives.

During the 1974-75 academic year testing took place in Fall or Spring depending upon local district choice. Classroom teachers administered the tests. An overall scoring contract was awarded to Westinghouse Learning Corporation. The details of the 1975-76 program have not been fully worked out at this time.

Use of Data

Program results have in the past been used for instruction, comparative analysis across schools, guidance, program planning and program evaluation. The State Education Agency and the test publishers have assisted local interpretation of test results by providing workshops, consultations and audiovisual aids for the classroom teachers, guidance counselors and administrators. In the future, the program will emphasize obtaining results primarily to aid state level decison-making.

Dissemination

State, school, system, class and student summaries were prepared by the State Education Agency, Rhode Island College and the scoring contractor. Program reports are sent to the State Education Agency, the State Board of Education, school districts, schools, principals, teacher organizations, teachers. This year for the second time reports were sent to the newspapers.

APPENDIX D

Sample of Results from Project OPEN

PRIORITY RANK		
1	PRIORITY:	THAT STUDENTS SHOULD BE ABLE TO EXPLAIN HOW EMOTIONS AND BASIC HUMAN NEEDS AFFECT ACTIONS (ITEM 73)
	RELATED GOAL:	UNDERSTANDING PHYSICAL, PSYCHOLOGICAL AND SOCIOLOGICAL FACTORS WHICH INFLUENCE HUMAN BEHAVIOR (SOCIAL GOAL)
2	PRIORITY:	THAT WITHIN THE SCHOOL SETTING, STUDENTS SHOULD BE ALLOWED TO DISAGREE WITH TEACHERS AND OTHER STUDENTS (ITEM 28)
	RELATED GOAL:	(LEARNING ENVIRONMENT)

PRIORITY RANK

Preceding each priority statement is its rank in relation to all the other items (71 in all) that were included in the survey. For each school and each district, only the seven highest ranking priority statements are reported. In case of a tie, the tied statements are given the same priority rank, and the number of the next rank is not used.

PRIORITY STATEMENT

In the example above, the first priority statement indicates that the people surveyed strongly the desire that students in their school be able to "explain how emotions and basic human needs affect actions." This appears to be an area in which people wish to see the school concentrating its efforts. This suggests that those who are responsible for deciding the purposes of the educational program should give considerable thought to formulating a number of SPECIFIC, MEASURABLE OBJECTIVES whose accomplishment will result in students' being able to "explain how emotions and basic human needs affect actions."

RELATED GOAL STATEMENT

Some priority statements, such as the one shown first in the example above, begin with the words "That students should be able..." These statements were each written from one of the EDUCATIONAL GOALS FOR RHODE ISLAND adopted in accordance with state law. Such priority statements are intended to serve as examples of the kinds of learner behavior that could result from carrying out these Goals. Next to each of the priority statements in this category is the Goal from which it was developed. This information is provided primarily as a reminder that the priority statements were developed in relation to a set of general aims that ought to be kept in mind.

Other priority statements, such as the second one shown in the example, begin with the words "That within the school setting, students..." These statements describe aspects of the LEARNING ENVIRONMENT -- such as the physical or professional resources available to students, or the "atmosphere" in a school, or the amount of responsibility given to students. Since these items do not relate directly to the Goals, the label used is simply the term "Learning Environment.

DIVISION OF RESEARCH, PLANNING AND EVALUATION

PRIORITY REPORT - OPINION POLL ON EDUCATIONAL NEEDS

DISTRICT: SAMPLE SCHOOL: SAMPLE GROUP: STUDENTS NO. IN GROUP:

PRIORITY RANK

1 PRIORITY: That students should be able to explain how man can use the earth's resources without damage. (ITEM3)

Related Goal : Respecting the balances between the natural and man-made environment (Physical Goal)

2 PRIORITY: That within the school setting, students should be encouraged to help decide school rules, policies, and procedures. (ITEM 33)

Related Goal : (Learning Environment)

3 PRIORITY: That within the school setting, students should be able to get help from specialist teachers when needed. (ITEM 23)

Related Goal : (Learning Environment)

4 PRIORITY: That students should be able to compare their own skills and career desires with those of many different occupations. (ITEM 54)

Related Goal : Developing economic knowledge and each person's skills to enhance the quality of life and to contribute to the common good of family, society, and state (Economic Goal)

5 PRIORITY: That students should be able to name some rights of every American citizen. (ITEM 76)

Related Goal : Respecting the rights and responsibilities of individuals and groups in society (Social Goal)

6 PRIORITY: That within the school setting, students should expect fair treatment if accused of breaking an important school rule. (ITEM 26)

Related Goal : (Learning Environment)

7 PRIORITY: That students should be able to practice good health habits for personal and community well-being.

Related Goal : Understanding biological processes and their relationship to personal and community health (Physical Goal)